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ABSTRACT

This study's purpose is to support educational planning and decision-making through systematic evaluation. Staff members of George Washington High School (GW), feeder junior high school staff members and the superintendent of Kanawha County Schools are the main audience. The School Based Evaluation Model provided the conceptual basis for this study. Preliminary context evaluation processes resulted in the identification and prioritization of five areas of concern: (1) achievement; (2) use of unstructured time; (3) curriculum and instruction; (4) social acceptance at GW; and (5) discipline. Major data collection and analyses provided information used in the reporting process. This document is the primary reporting vehicle. The narrative portion of this document is a three-part presentation: methodology; results; and summary of critical findings, conclusions and recommendations. Methodology is presented similarly: instrumentation and other data sources; subjects and sampling; and data gathering and analysis. Critical findings, conclusions and recommendations comprise the final section. The final process directs the GW staff to return to the planning process and continue the evaluation. (Author/CE)

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Research and Evaluation Bulletin

GEORGE WASHINGTON HIGH SCHOOL STUDY

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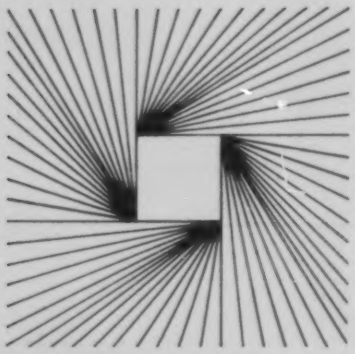

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Kanawha County Schools

Department of Research and Evaluation

GEORGE WASHINGTON HIGH SCHOOL STUDY

FINAL EVALUATION REPORT

PREPARED BY

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Coordinator of Research and Evaluation

December 30, 1980

Kanawha County Schools
Department of
Research and Evaluation
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INTRODUCTION

The major purpose of this study is to support educational planning and decision-making through systematic evaluation. The primary levels of decision-making being served by this study are the Superintendent of Kanawha County Schools and the Principal of George Washington High School (GW). However, other GW staff members, feeder junior high school staff members and parent groups should find selected sections of this document quite useful.

The School Based Evaluation Model (Appendix A) provided the conceptual basis for this study. The results of the first two processes (i.e., planning and design) were summarized (i.e., process three) in the Interim Evaluation Report (November 28, 1979). These processes, which are referred to as the context evaluation, resulted in the identification and prioritization of areas of concern as well as a delineation of the evaluation plan. Hence, the context evaluation provided the rationale/focus for the final report. Major data collection (i.e., process four) and data analyses (i.e., process five) yielded the information used in the sixth process (i.e., reporting). This document is the primary reporting vehicle.

The remaining narrative portion of this document will be presented under three major headings: (1) methodology; (2) results and (3) summary of critical findings, conclusions and recommendations. Methodology will be briefly presented in three sections: (1) instrumentation and other data sources; (2) subjects and sampling and (3) data gathering and analysis. Five sections corresponding to the five priority areas of concern, which were identified during the context evaluation, will be provided under the results heading. The five major areas are: (1) achievement; (2) use of unstructured time; (3) curriculum and instruction; (4) social acceptance at GW; and (5) discipline. These sections will be organized by major evaluation questions and subquestions.

Critical findings, conclusions and recommendations will be listed in the final major section of this document. The seventh process of the School Based Evaluation Model directs the GW staff to return to process one (i.e., planning) and continue the evaluation.

METHODOLOGY

This portion of the study will be briefly presented in three sections: (1) instrumentation and other data sources; (2) subjects and sampling and (3) data gathering and analysis. The evaluation design, which was presented in the Interim Evaluation Report, provided the structural basis for the methodology. These tentative data collection procedures were assessed, refined and elaborated. Additional sources of information were identified. The development and implementation of the methods required many months of hard work. Only the high points of these complex procedures will be presented in this portion of the study.

Instrumentation and Other Data Sources

Ten survey instruments (Appendix B) were developed: (1) GW administrators (Form A); (2) GW counselors (Form B); (3) GW teachers (Form C); (4) GW students (Form D); (5) parents of GW students (Form E); (6) administrators and counselors of GW feeder junior high schools (Form F); (7) teachers of GW feeder junior high schools (Form G); (8) ninth grade students of GW feeder schools (Form H); (9) parents of ninth grade feeder school students (Form I); and (10) recent GW graduates (Form J). As noted in the Interim Evaluation Report, critical dimensions (i.e., synthesis of frequent interview comments) define the areas of concern. The twenty major evaluation questions, which will be addressed in this study, evolved directly from the critical dimensions of the five priority areas of concern. When appropriate, survey items were developed in support of the major evaluation questions. The process directly links the survey items with the interview data that were collected during the context evaluation. The input from the nine interview groups supports the relevance of the major evaluation questions as well as the survey items. In addition, each survey item was reviewed and discussed with the GW decision-makers. A content specification grid for the survey instruments is included in Appendix B.

Sources of data other than surveys were required to adequately address many of the major evaluation questions. A tentative list of sources is provided in Appendix B. The specific sources of information will be noted within each major evaluation question. Typically, as many sources of data as possible were utilized in the resolution of each major evaluation question and subquestion.

Subjects and Sampling

Members of 11 groups were surveyed as part of the major data collection effort. All GW administrators, counselors and teachers were asked to complete a survey during the May 15, 1980, teachers' meeting. The return rate ranged from 97 to 100%. On May 19, 1980, a teachers' meeting was held at John Adams Junior High for the purpose of administering the survey to all administrators, counselors and teachers. The return rate ranged from 92 to 100%. All Washington Junior High and Spring Hill Junior High professional staff members were also surveyed. The instruments were mailed to the schools on May 22, 1980. The principal of each junior high assumed the responsibility of administering and returning the instruments. The return rate for the professional staff members of Washington Junior High ranged from 92 to 100%. About 40% of the Spring Hill Junior High teachers and 68% of the administrators/counselors returned their completed surveys.

George Washington students were sampled (33%) by grade level. A random systematic sampling procedure (i.e., every third student from the official homeroom lists) was used to obtain the student data. The GW student survey was administered during homeroom on May 16, 1980. Overall grade levels, the return rate was 88%. Sophomores had the highest return rate (92%) followed by seniors (90%) and juniors (83%). The same procedures were used to obtain data from feeder school ninth grade students. Washington Junior High students had the highest return rate (95%) followed by the students of John Adams (92%) and Spring Hill (83%). It seems likely that packaging the instruments by homeroom and providing the homeroom teacher with a student checklist contributed to the excellent return rates.

About 40% of the 25% sample of recent graduates returned their completed surveys. Random systematic sampling (i.e., every fourth student from an alphabetized list of 1978-79 graduates) was employed to obtain information from the recent graduates. The surveys were mailed to the recent graduates on May 30, 1980. There is no evidence to suggest that the actual sample (i.e., those returning the survey) is representative of the total 1978-79 graduating class. Hence, inferences from the data can be generalized only to the sample.

About 40% of the 33% sample of parents of GW students returned their completed surveys. Random systematic sampling from the 1979-80 student address list was used to obtain responses from parents. The surveys were mailed to parents of GW students on May 20, 1980. Similar procedures were utilized to collect data from parents of ninth grade students. Parents of John Adams students had the highest return rate (28%) followed by the parents of Washington (14%) and Spring Hill (zero) students. Due to the differences in the return rates, the reader should have a little more confidence in the John Adams findings than the findings from Washington Junior High parents. Caution must be used in interpreting the responses from all feeder school parent groups.

Data Gathering and Analysis

The survey forms, which were administered between May 15 and May 23, 1980, yielded a great amount of raw data. Members of the Department of Research and Evaluation assumed the awesome task of maintaining survey return records and tallying the responses. Numerous data reduction mechanisms were employed to insure the accuracy of response frequencies. Response percentages were calculated for each item by group, subgroup and overall. Parallel items from the different survey instruments were simultaneously analyzed in support of the appropriate major evaluation question or subquestion. Percent of response was the most frequently used analysis procedure. Several procedures were used to assess the credibility of the survey data. When item responses appeared disturbingly inconsistent, the item was omitted from further consideration. This researcher feels that no information is preferable to misinformation.

The sources of data other than the survey instruments will be noted in the results portion of this document. The specific data gathering and analyses procedures will be described with the appropriate major evaluation questions or subquestions. For example, achievement test data were obtained from the test files, which are maintained by the Department of Research and Evaluation, and partially analyzed through the use of graphics. Correlation and regression analysis techniques were utilized in the assessment of course placement procedures. The Chi Square Test of Independence was used to determine if there is a significant relationship between participation in extracurricular activities and feeder school affiliation.

Typically, as many sources of data as possible were analyzed in support of each major evaluation question and subquestion. When most sources suggested the same inference (i.e., in regard to a particular question), then a higher level of confidence was placed in that inference. An effort was made to link the findings of each major evaluation question and subquestion to: (1) the findings of other questions within the same area of concern and (2) the findings of evaluation questions in other areas of concern. All findings will be extensively presented in the next major portion of this study.

RESULTS

The results of this study will be presented in five sections: (1) achievement; (2) use of unstructured time; (3) curriculum and instruction; (4) social acceptance at GW; and (5) discipline. The sections are presented in the order of priority which was established during the context evaluation. Each section will include a brief description of critical dimensions. The sections are organized by major evaluation questions. When appropriate, subquestions will be discussed within major evaluation questions. It should be noted that critical dimensions operationally define each area of concern as well as provide a rationale for the generation of evaluation questions.

As the number one priority, achievement will receive the most extensive investigation. Seven major evaluation questions (1-7) and thirteen subquestions will be addressed under achievement. The use of unstructured time, which was the second priority area, will include five major evaluation questions (8-12) and five subquestions. The third priority area (i.e., curriculum and instruction) will be considered through the resolution of four major evaluation questions (13-16) and ten subquestions. Only one major evaluation question (17) will be discussed in regard to social acceptance at GW. The results of the major question for this fourth priority area will determine if a subquestion is to be addressed. As the least priority area being considered in this study, discipline will receive the least depth of examination. Evaluation procedures will be recommended for the resolution of the final three major questions (18-20). Quantitative data, which were collected for Evaluation Question #19 and #20, will be presented as an example of a potentially valuable investigative technique. These data will not be considered a source of inferences.

Achievement

Achievement was the number one priority among the nine groups interviewed as part of the context evaluation. As noted in the Interim Evaluation Report (1979), members of eight of the nine interview groups identified achievement as an area of concern. Four major dimensions were identified within this area: (1) dropout rate, especially among former Washington Junior High students; (2) follow-up of students considered to be either high or low achievers during junior high school; (3) trends in achievement over time; and (4) needs of low achievers (e.g., do all students have an opportunity to achieve success). Junior high administrators expressed interest in identifying ways to improve their students achievement at GW. In addition to achievement in the major disciplines, some interest was expressed in the degree to which functional/everyday needs are being met. Some interviewees noted that the high level of achievement among many GW students should be recognized and documented (number of honor scholarships). Others suggested a follow-up of recent graduates.

Seven major evaluation questions evolved directly from the aforementioned critical dimensions of achievement. Thirteen subquestions are also addressed in this section. Typically, subquestions provide a finer delineation of major question results or simply additional information. This section is organized by major evaluation questions. The primary sources of data are noted within each major question. As the number one priority, this area will receive the most extensive examination.

Evaluation Question #1: How does the annual George Washington dropout rate compare with the overall rate for Kanawha County high schools (1973-74 to 1979-80)? Three subquestions are addressed in regard to the major question. In order to identify trends, subquestions are addressed over a three year period. The primary sources of data include: (1) the Student Dropout Report, West Virginia Department of Education (1976-77 to 1978-79); (2) central office records and (3) Report of School Dropouts 1977-78 written by Luther T. Cope, former Director of Guidance and Social Services.

To facilitate the major question comparison, the dropout rate for each high school and overall is presented by school year (1973-74 to 1979-80) in Table 1.

TABLE 1

SENIOR HIGH SCHOOL DROPOUT RATE (1973-74 TO 1979-80) BY SCHOOL AND OVERALL

Senior High Schools	Dropout Rate/School Year						
	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Charleston	5.20	6.70	7.00	8.22	6.97	6.61	9.66
Dunbar	3.70	4.60	4.56	3.49	3.81	2.75	2.34
DuPont	8.10	16.90	11.25	9.06	11.81	10.48	7.82
East Bank	6.30	12.30	14.10	7.62	3.56	8.56	7.70
George Washington	6.10	5.70	4.45	4.82	7.33	6.17	2.70
Herbert Hoover	8.40	9.60	7.73	9.99	7.14	9.65	8.53
Nitro	1.30	1.70	1.31	2.40	1.79	1.46	3.82
St. Albans	4.40	3.70	4.45	5.00	5.00	5.74	3.66
Sissonville	11.50	11.90	4.51	9.05	7.42	14.06	9.03
South Charleston	8.40	8.30	5.45	5.39	6.90	6.32	6.30
Stonewall Jackson	3.80	10.40	7.50	12.32	9.73	10.97	9.26
Overall	6.02	8.27	6.48	6.98	7.00	7.40	6.29

Table 1 indicates: (1) a dramatic decline in the GW dropout rate for the 1979-80 school year; (2) the GW dropout rate is lower than the county rate for high schools in five of the reported seven school years; (3) that GW had the second lowest dropout rate for the 1979-80 school year; and (4) a downward dropout rate trend at GW (1977-78 to 1979-80). Relative to other high schools, the average rank for GW is fourth (eleventh = highest rate and first = lowest rate) over the past seven years.

Subquestion #1: Are there characteristics of GW dropouts that are stable over time? Table 2 provides a description of dropouts by school year (1976-77 to 1978-79).

TABLE 2

DESCRIPTION OF GEORGE WASHINGTON SENIOR HIGH DROPOUTS BY SCHOOL YEAR (1976-77 to 1978-79)

Area	Percent of Dropouts/School Year		
	1976-77	1977-78	1978-79
Attendance in Senior High			
Regular	17.85	6.10	12.50
Irregular	57.14	67.07	56.50
Truant	25.00	26.83	31.25
Not Reported	0.00	0.00	0.00
Attendance in Junior High			
Regular	35.71	21.69	22.45
Irregular	60.71	57.83	77.55
Truant	1.79	15.66	0.00
Not Reported	1.79	4.82	0.00
Scholastic Ability			
Top Quartile	1.79	3.61	2.04
2nd Quartile	12.50	6.02	20.41
3rd Quartile	55.36	40.96	51.02
4th Quartile	28.57	46.99	24.49
Not Reported	1.79	2.41	2.04
Estimated Rank in Class			
Top Quartile	0.00	1.20	0.00
2nd Quartile	3.57	2.41	8.16
3rd Quartile	39.29	24.10	36.73
4th Quartile	55.36	71.08	53.06
Not Reported	1.79	1.20	2.04
Disciplinary Record			
Expulsion	0.00	0.00	4.08
Suspension	28.57	10.84	22.45
Warning	5.36	34.94	24.49
Expulsion and Suspension	3.57	2.41	0.00
Expulsion and Warning	0.00	1.20	0.00
Suspension and Warning	17.86	2.41	10.20
Expulsion, Suspension, Warning	0.00	14.46	16.33
None of Above	44.64	33.73	22.45
Not Reported	0.00	0.00	0.00
Economic Status of Residence			
Public Assistance	8.93	12.05	10.20
Below Average	33.93	21.69	30.61
Average	35.71	39.76	38.78
Above Average	16.07	8.43	14.29
Affluent	3.57	8.43	4.08
Unknown	1.79	9.64	2.04
Not Reported	0.00	0.00	0.00

The following appear to be symptomatic of GW dropouts: (1) irregular junior and senior high attendance; (2) average to below average scholastic ability; (3) low class rank; and (4) average to below average economic status. About 50% of the dropouts received disciplinary action. A comparison of scholastic ability and class rank suggests the possibility that the dropouts were not working to potential. Generally, the data seem fairly stable over the reported three years.

Subquestion #2: Which reasons were given most frequently (percentage by reason) for dropping out at GW? The percentage of students citing each reason is provided in Table 3 over a three year period.

TABLE 3

PERCENTAGE OF DROPOUT REASONS BY SCHOOL YEAR (1976-77 TO 1978-79)

Reasons Given By Pupil	Percent of Dropouts/School Year 1976-77	1977-78	1978-79
Physical Illness	0.00	0.00	4.08
Behaviorial Difficulty	1.79	4.82	4.08
Academic Difficulty	5.36	7.23	0.00
Lack of Appropriate Curriculum	1.76	3.61	4.08
Poor Pupil-Staff Relationship	0.00	0.00	0.00
Poor Relationship w/Fellow Students	0.00	0.00	6.12
Dislike of School Experiences	35.71	50.60	30.61
Parental Influence	1.79	3.61	0.00
Needed at Home	1.79	2.41	2.04
Economic Reasons	5.36	1.20	4.08
Employment	1.79	1.20	2.04
Marriage	7.14	4.82	12.24
Pregnancy	1.79	0.00	0.00
Reason Unknown	0.00	2.41	0.00
Difficulty at Home	1.79	0.00	0.00
Lack of Interest or Motivation	14.29	14.46	16.33
Other	0.00	1.20	4.08
Not Reported	19.64	2.40	10.20

Dislike of school experiences and lack of interest or motivation were the most frequently given reasons for dropping out of school. Over the three year period, less than 5% of the dropouts cited the following reasons: (1) academic difficulty; (2) lack of appropriate curriculum; (3) poor pupil-staff relationship; and (4) poor relationship with fellow students.

Subquestion #3: Are there frequently identified circumstances under which the dropouts would have stayed in school? The percentage of students noting each condition by school year (1976-77 to 1978-79) is presented in Table 4.

TABLE 4

PERCENTAGE OF DROPOUTS SELECTING EACH CONDITION FOR STAYING IN SCHOOL BY SCHOOL YEAR (1976-77 TO 1978-79)

Would Stay In School If	Percent of Dropouts/School Year 1976-77	1977-78	1978-79
Work Study	1.79	3.61	8.16
Financial Aid	0.00	0.00	0.00
Could Receive a Salable Skill	1.79	4.82	2.04
More Guidance	0.00	10.84	2.04
Individual Tutoring	0.00	4.82	0.00
Different Courses	1.79	7.23	0.00
Help in Reading	0.00	0.00	0.00
Help in Subject Areas	0.00	4.82	0.00
Under No Condition	80.36	38.55	61.22
Unknown	14.29	24.10	24.49
Not Reported	0.00	1.20	2.04

It appears that the strategies listed in Table 4 provide little incentive for keeping the student in school. The under no conditions option was marked most frequently at each of the three years. These findings and similar county data (not presented) extol the need for early identification of potential dropouts. Hopefully, the GW staff can use the reported symptoms/description of dropouts to continue the trend of dropout rate reduction.

Evaluation Question #2: Has there been a disproportionate number of dropouts from Washington Junior High School over the past four years? One subquestion is addressed as a source of supporting information. Data sources include: (1) dropout reports for GW and feeder schools from the Office of Guidance and Social Services; (2) Third Month Attendance Reports and (3) Report of School Dropouts 1977-78 written by Luther T. Cope, former Director of Guidance and Social Services.

About 15% of the 1979-80 enrollment graduated from Washington

Junior High. Approximately 8% and 64% of the GW students were former Spring Hill Junior High and John Adams Junior High students, respectively. The remaining students (13%) entered GW from other county junior high schools, Christian Schools and other counties/states. The percentages are based on feeder school enrollment data, standardized test printouts, central office records and information from the principal of GW. For the purpose of addressing the major question, a ±5% fluctuation is assumed for the four year period. If the percentage of dropouts from Washington Junior High exceeds 20% or is less than 10%, then there is some evidence of a disporportionate number of dropouts from Washington Junior High School. Table 5 presents the percentage of dropouts by feeder school and school year (1976-77 to 1979-80).

TABLE 5

PERCENTAGE OF GEORGE WASHINGTON SENIOR HIGH
DROPOUTS BY FEEDER SCHOOL AND SCHOOL YEAR
(1976-77 TO 1979-80)

Feeder School	Percent of GW Dropouts 1976-77	1977-78	1978-79	1979-80
Washington	34.69	26.83	24.24	17.86
Spring Hill	10.20	7.32	7.58	10.71
John Adams	44.90	50.00	37.88	35.71
Others	10.20	14.63	28.79	28.57
Not Determined	0.00	1.22	1.52	7.14

Over the past four years, there has been a decrease in the percentage of GW dropouts from Washington Junior High School. This trend seems to have brought the 1979-80 percentage from Washington Junior High within a 10-20% range, which is considered parallel to the percentage of Washington Junior High students enrolled at GW. For the three school years prior to 1979-80, there appears to have been a disproportionately high number of dropouts from Washington Junior High. The percentage of GW dropouts from Spring Hill Junior High was similar to the estimated percentage of Spring Hill students enrolled at GW (1976-77 to 1979-80). Additionally, there was a disproportionately low number of dropouts from John Adams Junior High. For the last two years, the percentage of GW dropouts in the others category (i.e., students from junior high schools in other attendance areas, Christian Schools, other counties and states) was higher than the estimated range (8 - 18%).

Subquestion #1: How does the annual dropout rate for the GW feeder schools compare with the overall rate for Kanawha County junior high schools (1976-77 to 1979-80)?

The dropout rate for each GW feeder school and overall junior high schools is provided by school year (1976-77 to 1979-80) in Table 6.

TABLE 6

JUNIOR HIGH DROPOUT RATE (1976-77 TO 1979-80) BY GEORGE WASHINGTON SENIOR HIGH FEEDER SCHOOLS AND OVERALL

GW Feeder	Dropout Rate/School Year			
Schools	1976-77	1977-78	1978-79	1979-80
Washington	3.07	3.45	4.98	3.51
Spring Hill	1.22	2.02	2.94	2.27
John Adams	0.11	0.48	1.29	1.01
Overall	1.56	1.68	1.96	2.06

Table 6 indicates that: (1) the Washington Junior High dropout rate was higher than the county average for each of the four years; (2) Spring Hill Junior High had a dropout rate greater than the county average for three of the four years and (3) the John Adams Junior High dropout rate was lower than the county average over the four years. The apparent propensity among Washington Junior High students toward dropping out warrants special consideration by the staff of Washington Junior High and GW.

Evaluation Question #3: What percentage of George Washington High School students improved or stayed the same relative to the national norm between their ninth and eleventh grade years? Two subquestions are addressed to further explain the results of the major question. The subquestions examine changes in scores for the lower (23%) and upper (23%) achieving students by feeder school. Some general comparison between the changes of the lower and upper groups will be presented following the second subquestion. Data sources include: (1) ninth grade (1977-78) Comprehensive Tests of Basic Skills (CTBS) printouts for students from the GW feeder schools; (2) eleventh grade CTBS printouts for GW students and (3) CTBS summaries for Kanawha County Schools prepared by the Department of Research and Evaluation. Only students with ninth and eleventh grade scores were included in the analyses.

Theoretically, a student would remain at the same percentile rank from one test administration to the next unless the student experienced a special intervention. However, there is evidence to suggest that the scores of Kanawha County Schools students tend to decline from the ninth to the eleventh grade; see Table 7.

TABLE 7

MEAN PERCENTILE SCORES FOR NINTH (1977-78) AND ELEVENTH GRADE (1979-80) KANAWHA COUNTY SCHOOLS ACHIEVEMENT TESTS

Year Grade	Total Reading	Total Language	Total Math	Basic Skills	Science	Social Studies
1977-78 9th Grade	53	54	48	50	54	55
1979-80 11th Grade	52	53	47	48	53	53

Table 7 indicates that scores declined at each test. Similar findings from other counties were discussed at a recent (August 18-20, 1980) conference of county test directors. A 1-3 percentile drop between ninth and eleventh grade scores was noted statewide.

Hence, it seems unlikely that the decline resulted from deficiencies in tenth and eleventh grade programs. It is possible that the CTBS measures content/processes that are more nearly matched with the junior high curriculum than the senior high curriculum. Secondly, such a deflation in scores could occur if the county dropout rate was lower than that of the norm group. Extensive research would be required to determine why county CTBS scores declined between the ninth and eleventh grade.

The unfortunate implication is that the researcher cannot comfortably assume that students maintain the same percentile rank between test administrations. When considering the overall county decline in ninth to eleventh grade scores, the expected percentage of GW eleventh grade students improving or staying the same is reduced. However, general inferences concerning the relative strengths and weaknesses of the basic skills aspect of the GW program can be made, when extreme differences (i.e., percentage of students improving or staying the same) are identified between tests.

The percentage of GW juniors that improved or stayed the same relative to the national norm is presented by test in Table 8.

TABLE 8

PERCENTAGE OF GEORGE WASHINGTON JUNIORS WITH IMPROVED OR THE SAME PERCENTILE RANK BY TEST

Total Reading	Total Language	Total Math	Science	Social Studies	Basic Skills[a]
40.15	41.61	40.81	41.18	41.54	59.41

[a]Basic Skills comparison was between ninth and eleventh grade stanines not percentiles.

Extreme differences between tests were not identified. Hence, no inferences concerning relative strengths and weaknesses are warranted. The percentage for Basic Skills is presented as a matter of record. Differences in the calculation of stanines and percentiles prevent the comparison of the Basic Skills measure with the other tests.

Subquestion #1: What percentage of low achieving (lower 23%) ninth grade students improve or stay the same relative to the national norm as juniors at George Washington? Students scoring in the lower three stanines on the ninth grade Total Basic Skills measure were classified as low achievers. Since there are fewer GW students from Washington Junior High and Spring Hill Junior High, their percentages are more subject to error. The percentage of low achieving juniors that improved or stayed the same relative to the national norm is presented by feeder school and test in Table 9.

TABLE 9

PERCENTAGE OF LOW ACHIEVING STUDENTS WITH IMPROVED OR THE SAME PERCENTILE RANK BY FEEDER SCHOOL AND TEST

GW Feeder Schools	Total Reading	Total Language	Total Math	Science	Social Studies	N[a]
Washington	0.00	40.00	80.00	60.00	80.00	5
Spring Hill	50.00	50.00	33.33	83.33	33.33	6
John Adams	70.00	30.00	20.00	30.00	70.00	10
Others	-	-	-	-	-	0
Overall	47.62	38.10	38.10	52.38	61.91	21

[a] N = number of students

Only 21 students were classified as low achievers based on their ninth grade Total Basic Skills scores. The very small number of students by feeder school precludes all but general inferences. Statements concerning relative programatic strengths and weaknesses must be tempered by the insight of the GW staff. Overall tests, about 52, 50 and 44% of the students improved or stayed the same from Washington, Spring Hill and John Adams, respectively. Overall feeder schools and tests, 48% of the low achieving students improved or stayed the same relative to the national norm. This percentage is higher than the percentage of all juniors that improved or stayed the same.

Subquestion #2: What percentage of high achieving (upper 23%) ninth grade students improve or stay the same relative to the national norm as juniors at George Washington? Students scoring in the upper three stanines on the ninth grade Total Basic Skills measure were classified as high achievers. The same limitations concerning data interpretations mentioned under subquestion #1 apply to subquestion #2. The percentage of high achieving juniors that improved or stayed the same relative to the national norm is presented by feeder school and test in Table 10.

TABLE 10

PERCENTAGE OF HIGH ACHIEVING STUDENTS WITH IMPROVED OR THE SAME PERCENTILE RANK BY FEEDER SCHOOL AND TEST

GW Feeder Schools	Total Reading	Total Language	Total Math	Science	Social Studies	N[a]
Washington	50.00	100.00	0.00	50.00	25.00	4
Spring Hill	33.33	66.67	33.33	66.67	66.67	3
John Adams	50.49	43.69	48.54	42.72	35.00	103
Others	28.57	57.14	71.42	71.42	71.42	7
Overall	48.72	47.01	47.86	45.30	35.90	117

[a] N = number of students

Of the 117 high achievers, 103 (88%) were former John Adams students. Hence, some comparisons between tests with former John Adams students may be appropriate. A higher percentage of high achievers improved or stayed the same with the Total Reading measure than with the Social Studies test. The aspect of the GW program addressing reading and measured by the CTBS may have been a little better than the social studies basic skills aspect of the program measured by the CTBS. Since the tests may not have been equally sensitive to the GW program, the strength of the inference must be determined by the GW staff. Overall tests, about 45, 53 and 44% of the students improved or stayed the same from Washington, Spring Hill and John Adams, respectively. Overall feeder schools and tests, 45% of the high achieving students improved or stayed the same relative to the national norm. This percentage is consonant with the percentage computed for the low achieving students.

The only extreme difference in the percentages for overall feeder schools between low and high achievers occurred at the Social Studies test. That is, a higher percentage of the low than high achieving students improved or stayed the same. The GW staff should assess this finding in light of the philosophy and objectives of the Social Studies Department. The findings under this major question provide no evidence that either low or high achieving students have been neglected at GW.

Evaluation Question #4: Is there a positive or negative trend in George Washington CTBS scores over the past three years? Two subquestions are discussed to provide additional insights into basic skills achievement at GW. First, trends are examined by feeder school. The second subquestion compares the GW three year trend with the trend for all high schools in Kanawha County. The primary source of information was the test file housed in the Department of Research and Evaluation. All test results are presented in expanded standard scores. This type of score is produced from a single equal interval scale (000 through 999). An equal interval scale was needed to compute average scores for each feeder school. It is not an acceptable statistical practice to average percentiles. Percentile ranks come from a scale in which all units are not equal. The expanded standard scores cannot be used to make comparisons between tests.

The mean expanded standard scores for GW juniors (1977-78 to 1979-80) are presented in Table 11. The means for all Kanawha County high schools are included in support of subquestion #2. The overall high schools mean includes GW scores. When the GW mean is greater than the overall mean, the GW scores are raising the overall mean.

TABLE 11

MEAN EXPANDED STANDARD SCORES FOR JUNIORS (1977-78 TO 1979-80) AT GEORGE WASHINGTON SENIOR HIGH AND OVERALL BY YEAR AND TEST

Year Source	Total Reading	Total Language	Total Math	Science	Social Studies	Basic Skills
GW	681.7	635.6	621.2	650.4	653.4	665.1
1977-78						
Overall	637.2	604.5	590.4	605.4	615.4	624.7
GW	667.5	638.4	636.1	633.3	644.4	668.8
1978-79						
Overall	633.9	607.3	592.5	606.0	613.8	625.1
GW	678.8	646.4	637.2	645.9	662.0	675.7
1979-80						
Overall	628.7	603.2	593.8	604.8	607.8	621.5

Trends for GW juniors and all juniors of the Kanawha County Schools are graphically presented in Figures 1-6.

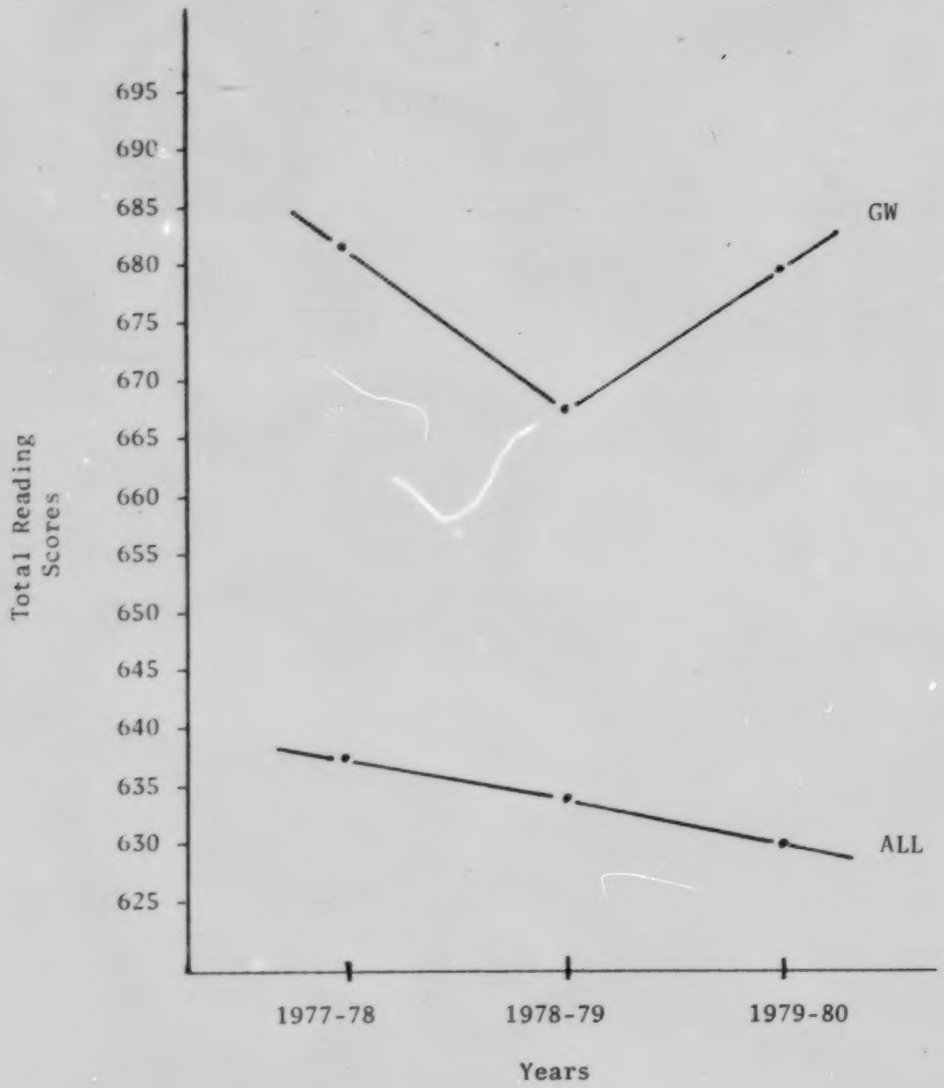

Figure 1. Trends in Total Reading Scores for George Washington Senior High and Overall Kanawha County High Schools.

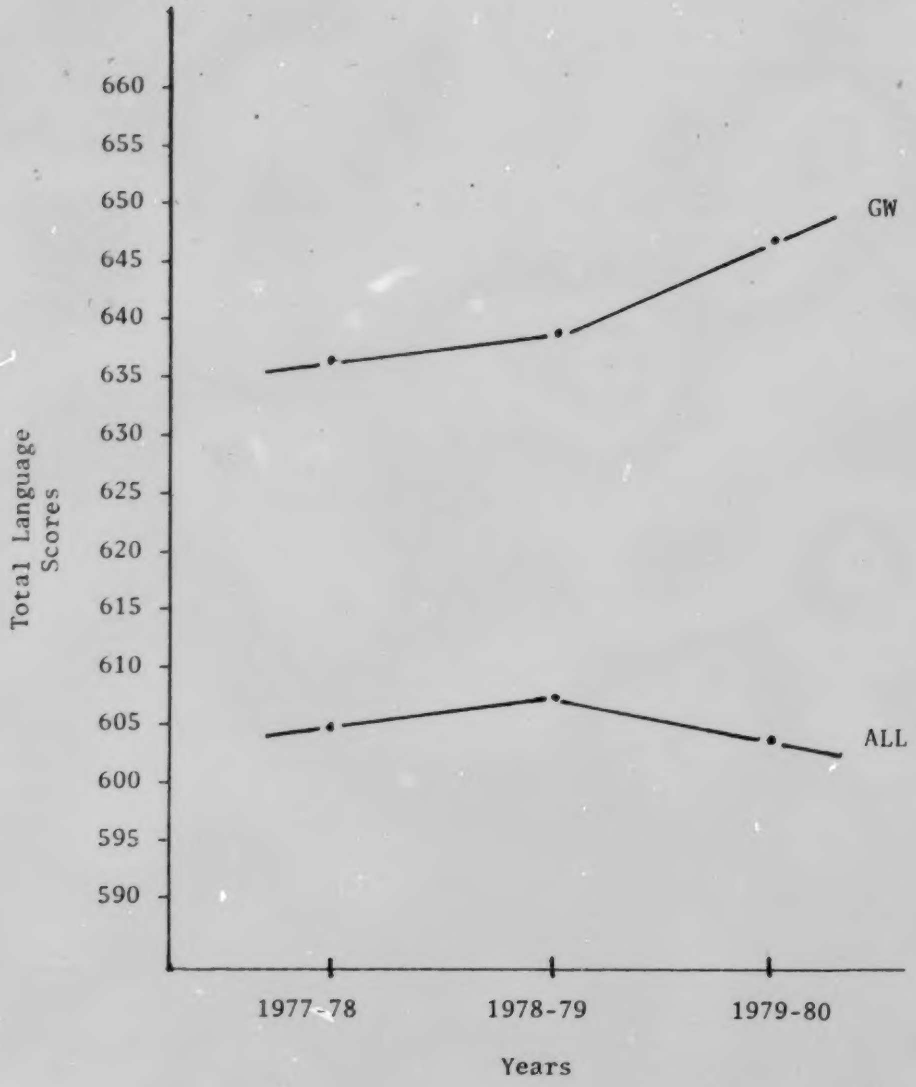

Figure 2. Trends in Total Language Scores for George Washington Senior High and Overall Kanawha County High Schools.

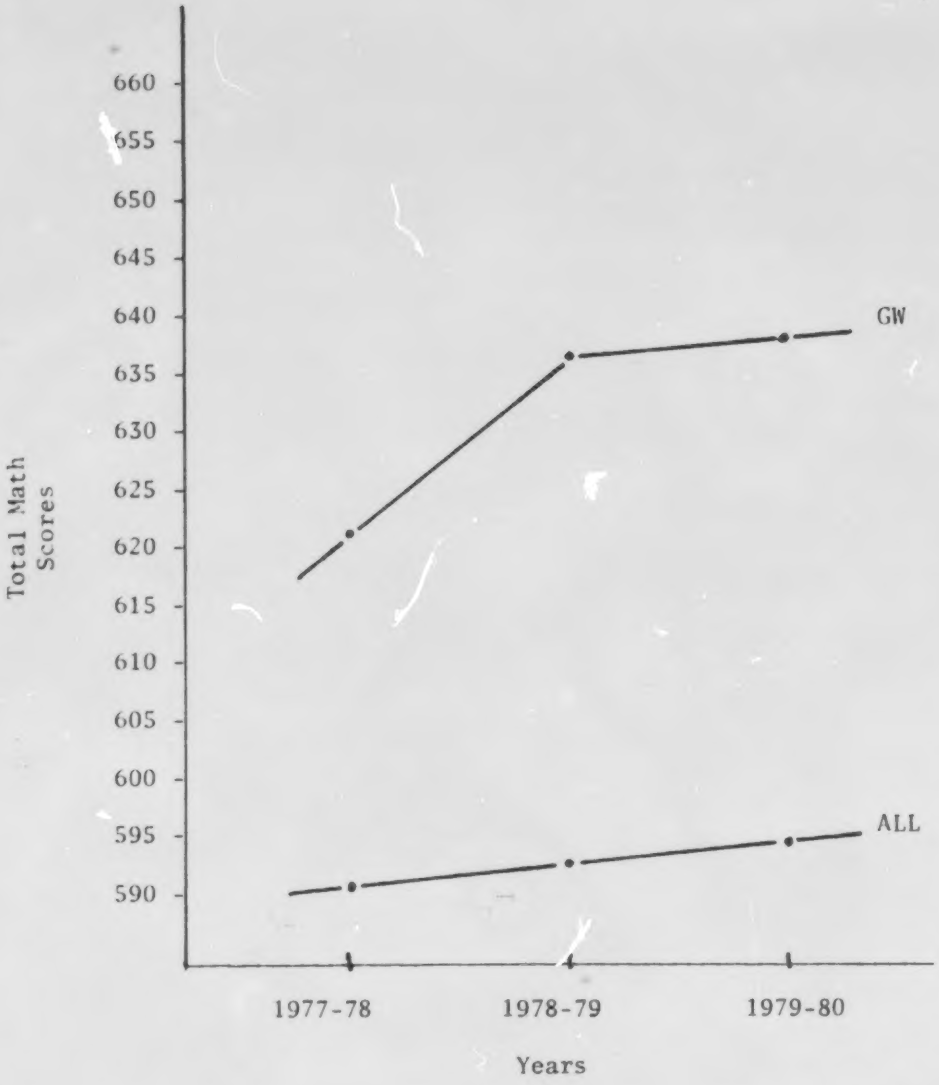

Figure 3. Trends in Total Mathematics Scores for George Washington Senior High and Overall Kanawha County High Schools.

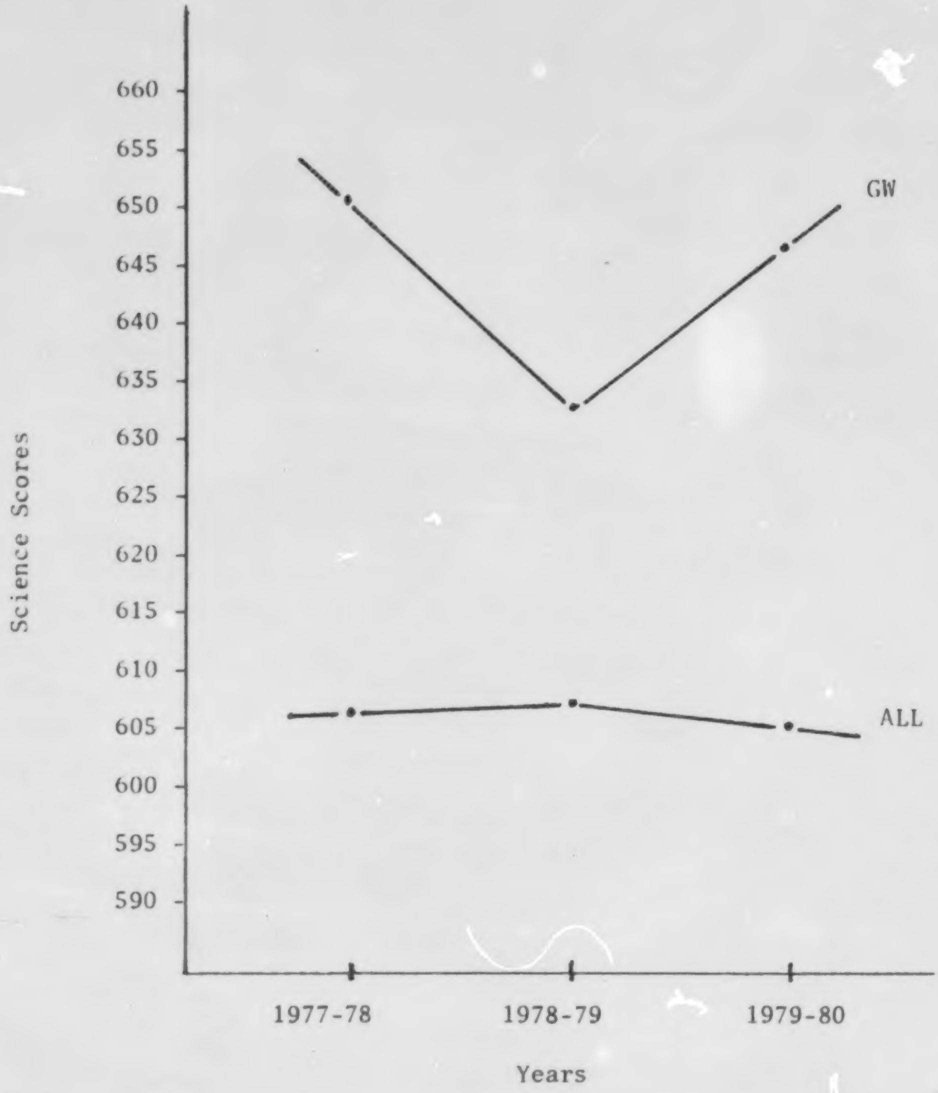

Figure 4. Trends in Science Scores for George Washington Senior High and Overall Kanawha County High Schools.

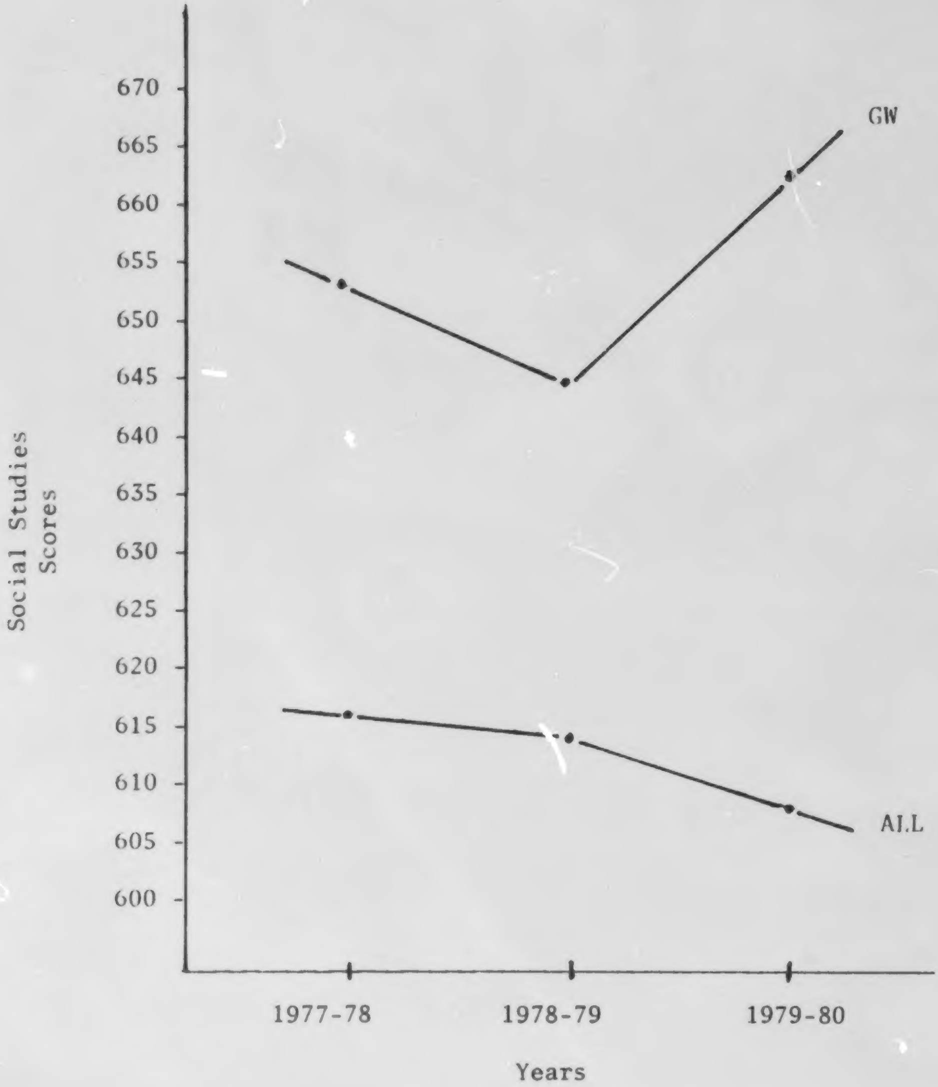

Figure 5. Trends in Social Studies Scores for George Washington Senior High and Overall Kanawha County High Schools.

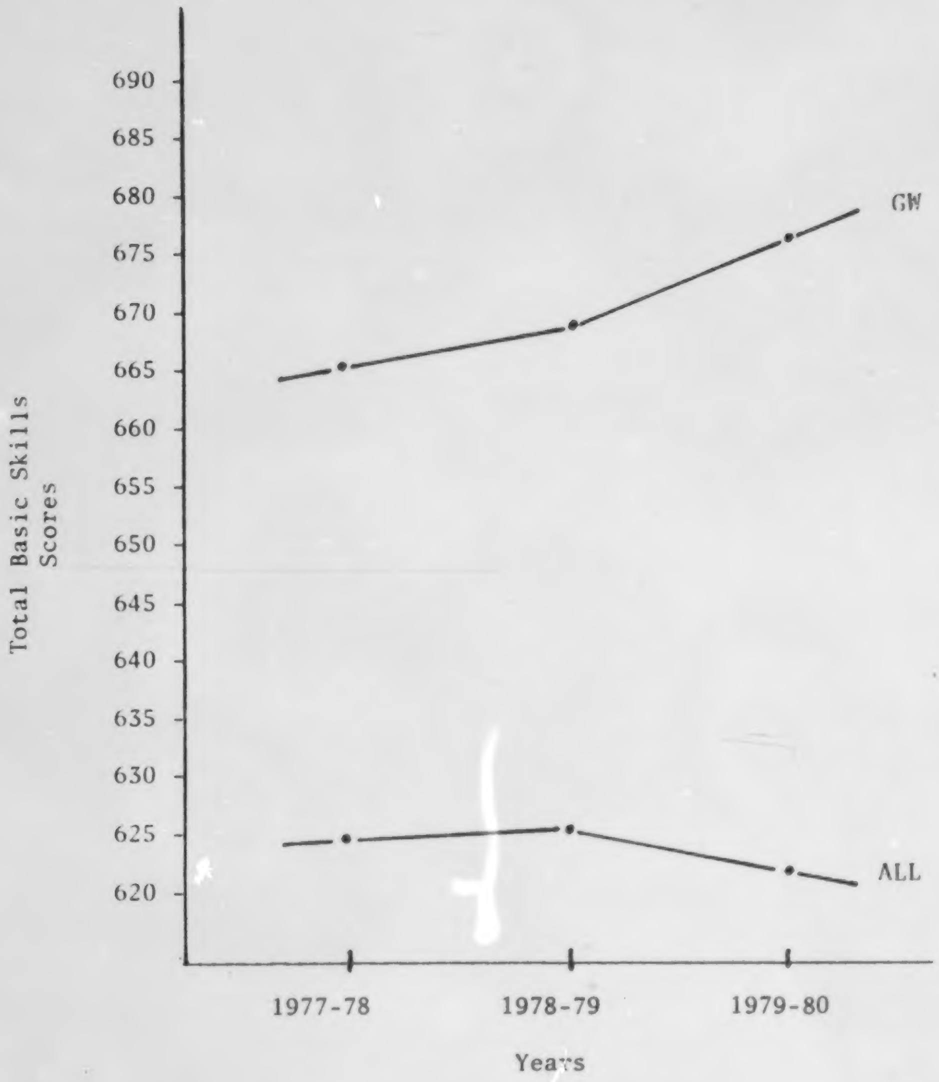

Figure 6. Trends in Total Basic Skills Scores for George Washington Senior High and Overall Kanawha County High Schools.

In regard to the major evaluation question, Table 11 and Figures 1-6 indicate: (1) GW scores at each test were higher for 1979-80 than the preceeding year; (2) positive trends over the three reported years for the mean Total Language, Total Mathematics and Total Basic Skills scores; (3) no negative three year trends; and (4) some fluctation (i.e., decrease followed by an increase) in the mean Total Reading, Science and Social Studies scores. Comparisons between GW and overall Kanawha County high schools are discussed under subquestion #2.

Subquestion #1: Does the GW basic skills achievement trend differ by feeder school? All GW juniors (1977-78 to 1979-80) were classified by feeder school. Expanded standard scores were averaged by test for each group. As with the major evaluation question, the nature of expanded standard scores prevents comparisons between tests. In addition to the basic skills aspect of the GW program, other factors (e.g., junior high programs, enrollment shifts) could have impacted on the trends. Mean expanded standard scores are presented in Table 12 by feeder school, year and test.

TABLE 12

MEAN EXPANDED STANDARD SCORES FOR JUNIORS (1977-78 TO 1979-80) AT GEORGE WASHINGTON SENIOR HIGH BY FEEDER SCHOOL, YEAR AND TEST

Year Feeder School	Total Reading	Total Language	Total Math	Science	Social Studies	Basic Skills
1977-78						
Washington	578.5	542.4	536.8	561.0	555.0	556.6
Spring Hill	649.5	617.6	586.6	590.8	603.8	629.6
John Adams	703.0	653.3	635.9	671.5	672.0	686.4
Others[a]	681.8	637.6	638.1	654.1	668.9	671.3
1978-79						
Washington	589.9	555.5	578.6	590.1	567.4	588.7
Spring Hill	615.9	573.9	588.2	585.1	602.4	604.1
John Adams	686.0	660.6	654.4	647.0	665.8	691.7
Others	676.5	644.6	628.3	635.0	635.3	668.4
1979-80						
Washington	606.2	573.2	552.8	589.2	598.3	586.9
Spring Hill	607.6	575.3	574.8	587.1	572.7	599.4
John Adams	695.9	667.3	655.3	658.7	678.9	696.2
Others	711.0	662.9	669.2	675.2	696.4	708.5

[a] Others include students from Kanawha County, other West Virginia counties and states.

Trends for GW juniors by feeder schools are graphically presented in Figures 7-12.

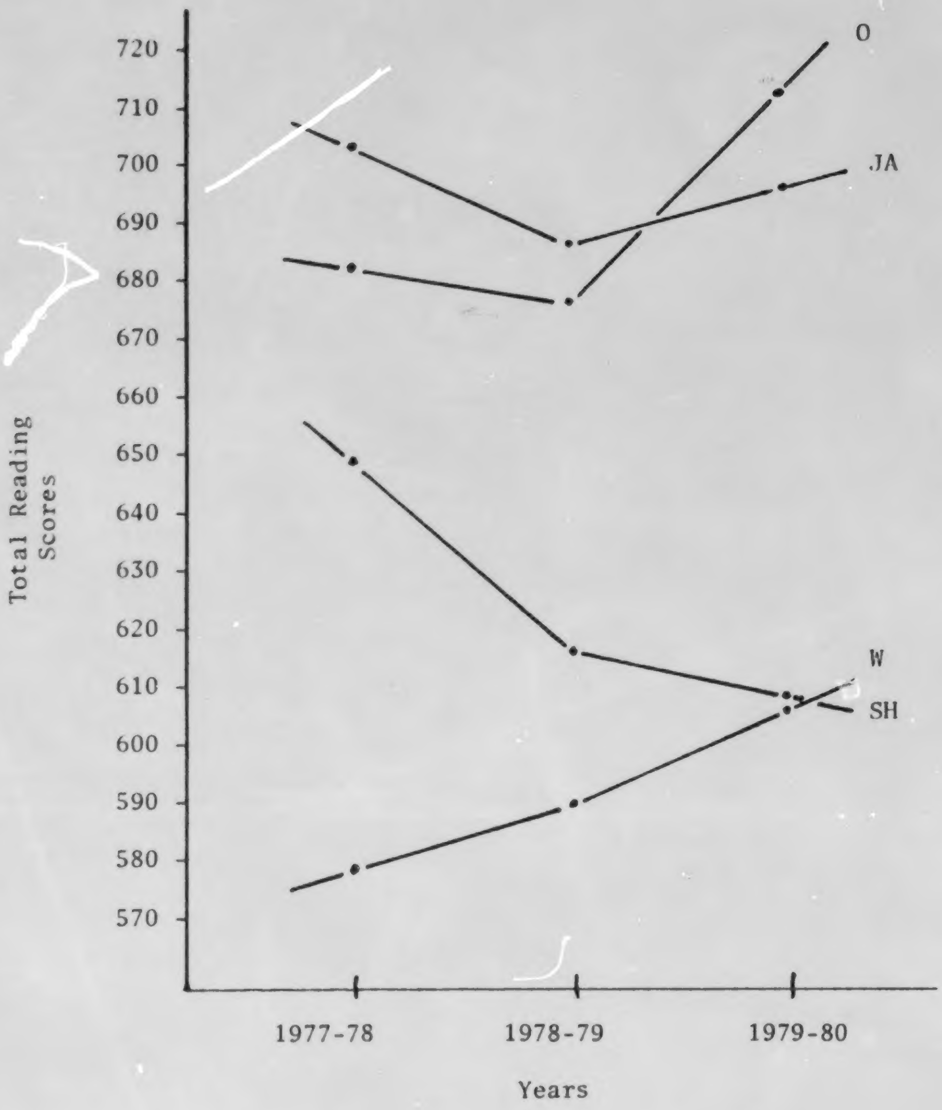

Figure 7. Trends in Total Reading Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

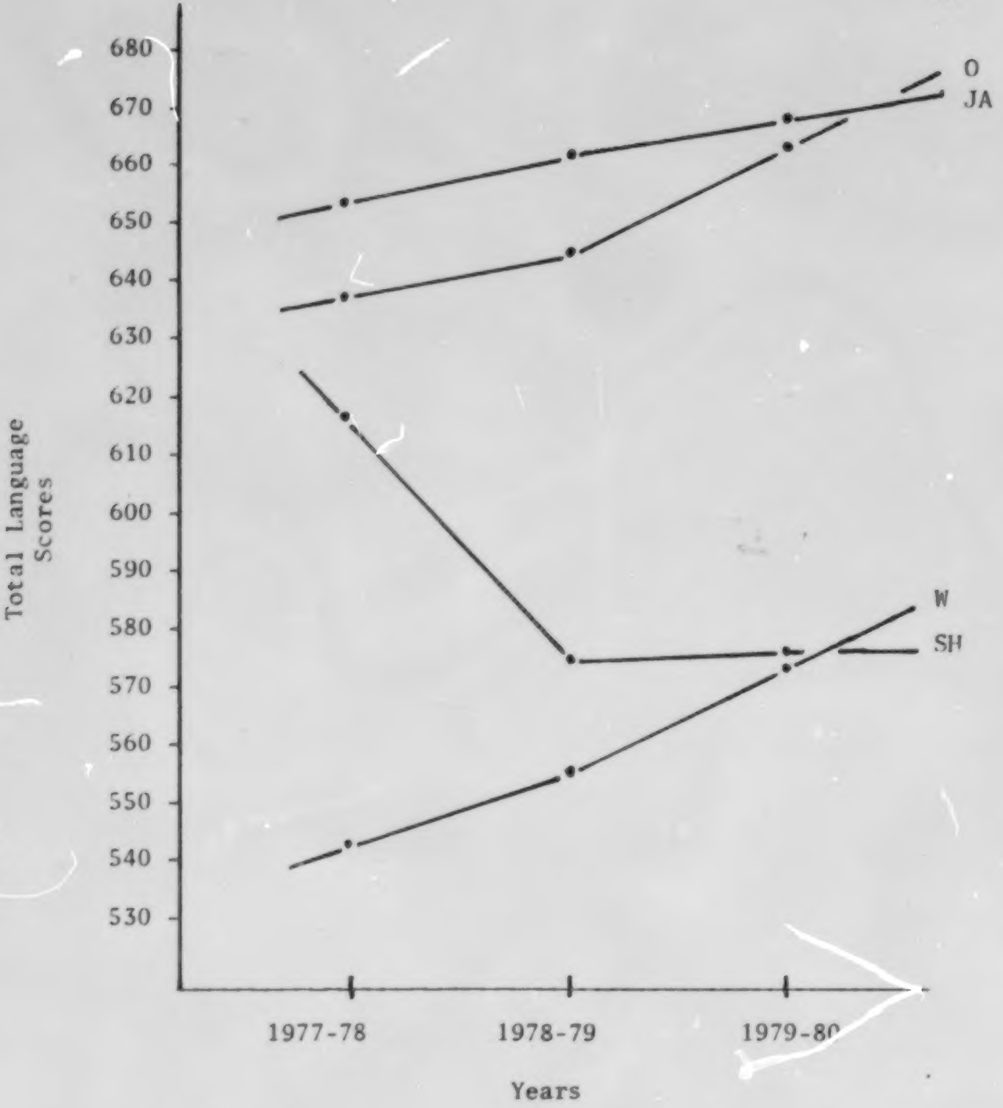

Figure 8. Trends in Total Language Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

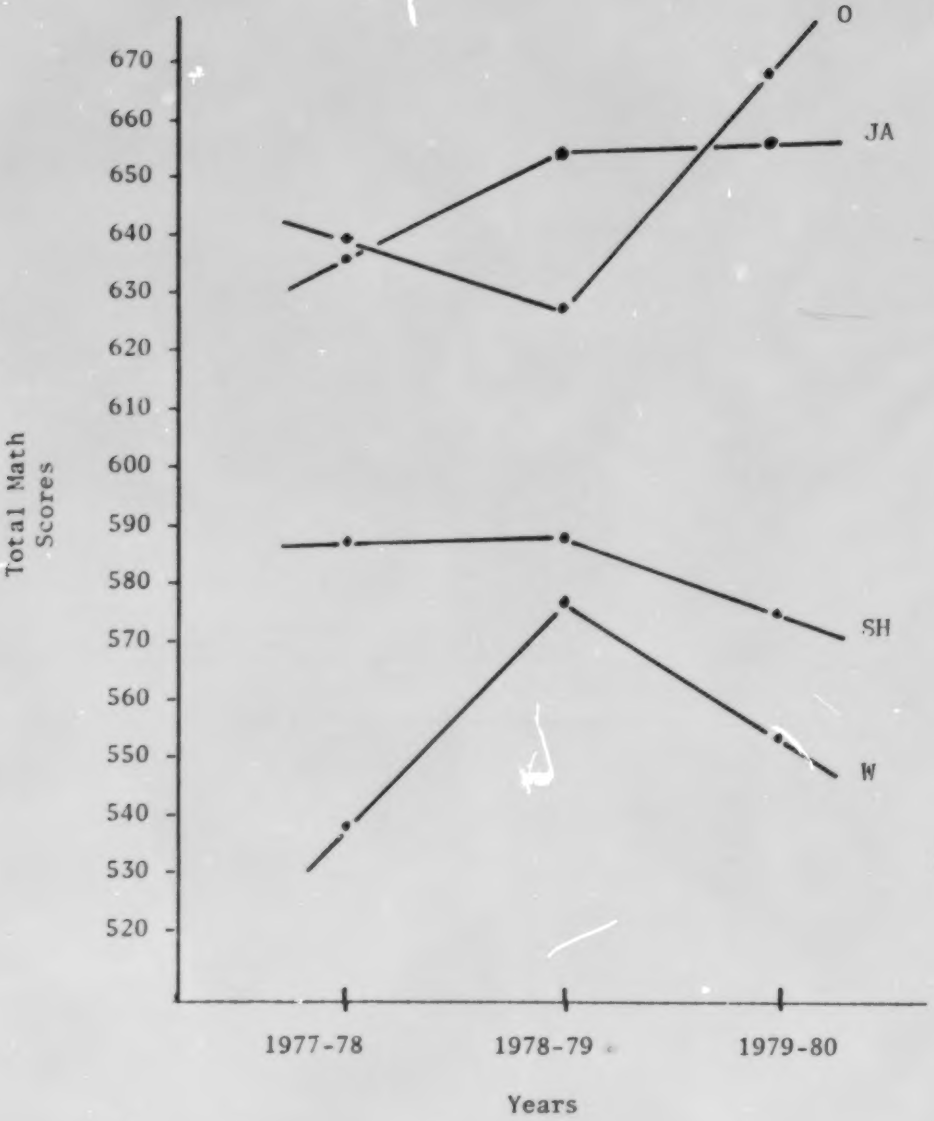

Figure 9. Trends in Total Math Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

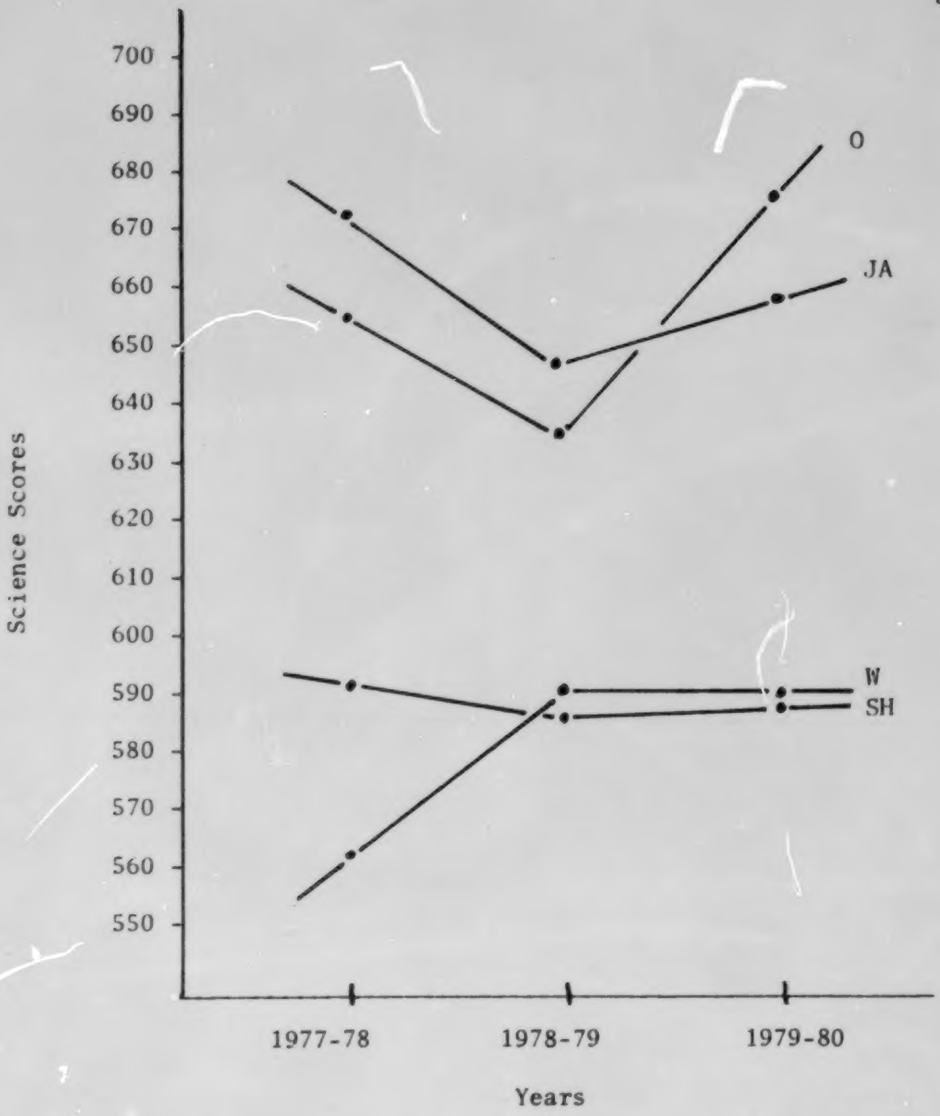

Figure 10. Trends in Science Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

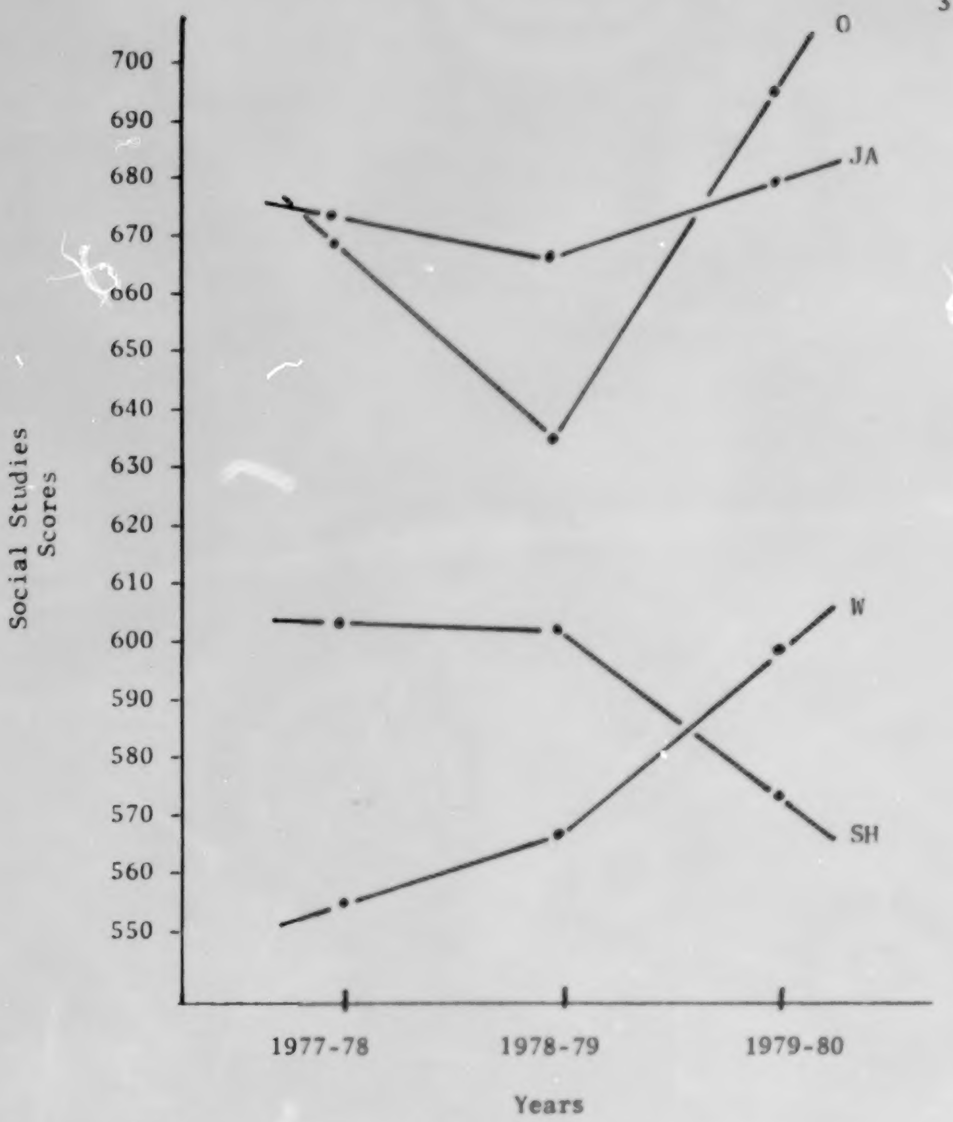

Figure 11. Trends in Social Studies Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

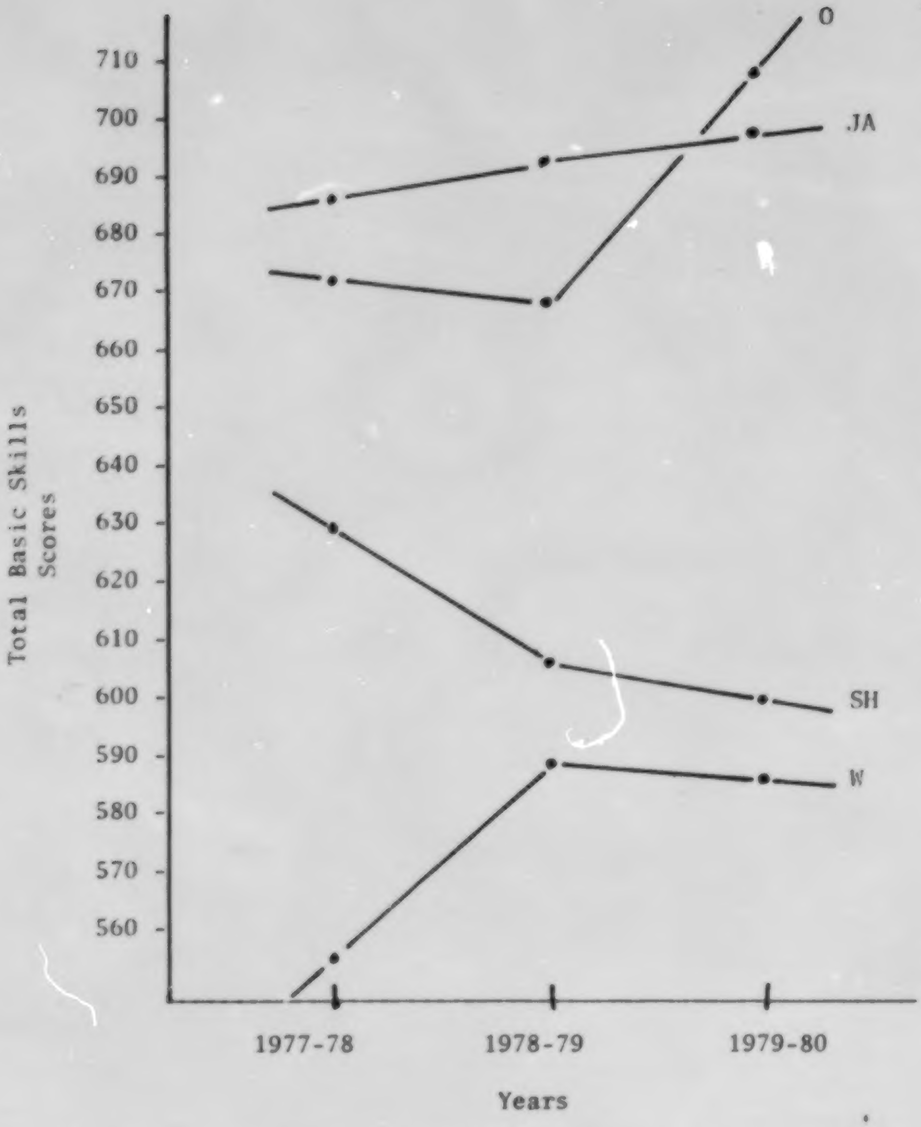

Figure 12. Trends in Total Basic Skills Scores for George Washington Senior High by Feeder School.

W: Washington Junior High
SH: Spring Hill Junior High
JA: John Adams Junior High
O: Others

Inspection of Table 12 and Figures 7-12 indicates: (1) A positive trend among former Washington Junior High students with the Total Reading, Total Language and Social Studies test; (2) a higher 1979-80 mean than 1977-78 mean on each test among former Washington Junior High students; (3) a negative trend among former Spring Hill Junior High with the Total Reading, Social Studies and Total Basic Skills test; (4) a lower 1979-80 mean than 1977-78 mean on each test among former Spring Hill Junior High students (greatest decline usually between 1977-78 and 1978-79); (5) a positive trend among former John Adams Junior High students with the Total Language, Total Mathematics and Total Basic Skills test; and (6) some fluctuation (i.e., a decrease followed by an increase) in the means for Total Reading, Science and Social Studies among John Adams Junior High students. Students from other Kanawha County, West Virginia and out-of-state junior high schools typically (five of six tests) showed a decrease in mean scores between 1977-78 and 1978-79 and an increase between 1978-79 and 1979-80.

It appears that trends differ by feeder school. As expected, the trends for former John Adams students are identical to the overall GW trends. This further delineation of GW achievement trends should have implications for those responsible for basic skills instructional planning at GW and the feeder schools.

Subquestion #2: How do George Washington trends compare with trends of all Kanawha County high schools? Mean expanded scale scores for GW and overall (all Kanawha County high schools) were presented in Table 11 and Figures 1-6. George Washington mean scores were higher than the county mean at each year and test. Figure 1 indicates some fluctuation among GW mean Total Reading scores and a negative overall high school trend. A positive trend (Figure 2) was noted for GW with the Total Language measure. The county scores slightly increased between 1977-78 and 1978-79 and slightly decreased between 1978-79 and 1979-80. The trends for Total Mathematics were positive for GW and overall; see Figure 3. Some fluctuation was noted in the GW trend (Figure 4) for Science, while overall scores remained nearly constant across the three year period. Figure 5 indicates that GW Social Studies scores dropped between 1977-78 and 1978-79 and sharply improved between 1978-79 and 1979-80. For all Kanawha County high schools, the trend was negative. The trend for Total Basic Skills achievement was positive for GW; see Figure 6. Means for all county high schools slightly decreased between 1977-78 and 1979-80. The GW trends compare favorably with the trends for Kanawha County high schools.

Evaluation Question #5: What methods/strategies/special programs are currently (1979-80) being utilized to enhance the achievement of low, average and high achieving students? Three subquestions are discussed to more clearly resolve the major question. The results of the major question will include a list of methods/strategies/special programs generated by the GW administrative staff. The list is extensive, but not inclusive. Subquestion #1 addresses the focus (e.g., low achievers) of each strategy. Types of evidence which support strategy effectiveness are considered in subquestion #2. The primary sources of information for the first two subquestions were Form A (GW Administrator) and Form C (GW Teachers) of the Educators' Survey. The third subquestion identifies strategies that could be used by feeder school administrators and/or their staff to improve achievement at GW. Suggestions from GW administrators, counselors, teachers, and students along with input from feeder school administrators and staff are presented under the third subquestion. All information was gathered via the appropriate forms (i.e., A-D and F-G) of the Educators' Survey and the Student Survey. Survey instruments are included in Appendix B.

The following is a list of instructional methods/strategies/special programs presented in regard to the major evaluation question.

Methods/Strategies/Special Programs

a. Tutorial assistance provided by GW students regarding regular course work

b. Tutorial assistance provided by community volunteers regarding regular course work

c. Competency test remediation with community and student tutors

d. Computer assisted career exploration

e. Computer assisted college exploration

f. Extension courses through local colleges

g. Honors Program

h. Advanced Placement

i. International/Foreign Language Clubs

j. Amity Aides

k. Fine Arts through the West Virginia Arts and Humanities Council

l. Academic labs

m. Teacher availability for independent help

n. Ability grouping in all major subject areas

o. Community school courses

Subquestion #1: Are methods/strategies/special programs more or less frequently focused on the needs of low achievers? George Washington administrators and teachers were asked via survey (administrators - Form A, item 1 and teachers - Form C, item 1) to check the achievement level of students for which each strategy is most beneficial. Respondents were restricted to the selection of one achievement level per strategy. Table 13 presents the combined responses of GW administrators and teachers. The responses provided by administrators and teachers by department are available upon request. Three administrators and 52 teachers completed this item.

TABLE 13

PERCENT OF RESPONSE FOR ACHIEVEMENT LEVEL DESIGNATION BY STRATEGY[a] (GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND TEACHERS)

Strategy	% of Response/Achievement Level				> 1
	Low	Middle	High	Omit	Response
a	38.2	34.5	10.9	5.5	10.9
b	36.4	34.5	10.9	5.5	12.7
c	65.5	21.8	1.8	5.5	5.5
d	9.1	47.3	25.4	1.8	16.4
e	1.8	23.6	50.9	3.6	20.0
f	0.0	10.9	81.8	3.6	3.6
g	1.8	1.8	94.5	0.0	1.8
h	1.8	3.6	94.5	0.0	0.0
i	36.4	32.7	10.9	1.8	18.2
j	5.5	45.5	27.3	1.8	20.0
k	5.5	41.8	29.1	7.3	16.4
l	38.2	32.7	10.9	1.8	16.4
m	21.8	32.7	7.3	0.0	38.2
n	27.3	30.9	9.1	0.0	32.7
o	3.6	56.4	9.1	9.1	21.8
Other	0.0	0.0	0.0	98.2	1.8

[a] Strategy: a, Tutorial assistance provided by GW students regarding regular course work; b, Tutorial assistance provided by community volunteers regarding regular course work; c, Competency test remediation with community and student tutors; d, Computer assisted career exploration; e, Computer assisted college exploration; f, Extension courses through local colleges; g, Honors Program; h, Advanced Placement; i, International/Foreign Language Clubs; j, Amity Aides; k, Fine Arts through the West Virginia Arts and Humanities Council; l, Academic labs; m, Teacher availability for independent help; n, Ability grouping in all major subject areas; and o, Community school courses.

Table 13 indicates that the highest percentage of GW administrators and teachers selected five (33%) strategies as most beneficial for low achievers. Six (40%) and four (27%) strategies were noted as most beneficial for middle and high achievers, respectively. A high percentage of respondents marked more than one achievement level for strategies m and n. It seems that the focus of methods/strategies/special programs is equally distributed across the achievement levels. Two questions evolve from the data: (1) Are the overall administrator/teacher perceptions consonant with the perceptions of GW staff members responsible for instructional planning? and (2) Is the balance among low, middle and high achievement levels appropriate? These questions should be addressed by GW staff members.

Subquestion #2: What type of evidence best supports the effectiveness of such methods/strategies/special programs? George Washington administrators and teachers were asked by survey (administrators - Form A, item 2 and teachers - Form C, item 2) to select the type of evidence that best supports the effectiveness of each strategy. Table 14 presents the combined responses of GW administrators and teachers. Three administrators and fifty-two (52) teachers completed this item.

TABLE 14

PERCENT OF RESPONSE FOR TYPES OF EVIDENCE[a] AS SELECTED BY STRATEGY[b] (GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND TEACHERS)

Strategy	% of Response/Types of Evidence									> 1
	A	B	C	D	E	F	G	H	Omit	Response
a	25.5	21.8	21.8	12.7	0.0	1.8	0.0	7.3	5.5	3.6
b	16.4	14.5	18.2	12.7	1.8	9.1	0.0	18.2	7.3	1.8
c	18.2	10.9	32.7	0.0	0.0	3.6	3.6	25.5	5.5	0.0
d	10.9	52.7	0.0	7.3	0.0	1.8	1.8	16.4	7.3	1.8
e	12.7	52.7	0.0	1.8	0.0	1.8	1.8	21.8	7.3	0.0
f	30.9	27.3	1.8	16.4	3.6	0.0	0.0	12.7	7.3	0.0
g	27.3	10.9	14.5	21.8	3.6	0.0	0.0	10.9	1.8	9.1
h	25.5	9.1	34.5	16.4	1.8	0.0	0.0	5.5	3.6	3.6
i	16.4	52.7	0.0	9.1	1.8	0.0	0.0	10.9	7.3	1.8
j	25.5	30.9	10.9	7.3	1.8	1.8	0.0	12.7	0.0	9.1
k	21.8	21.8	3.6	14.5	0.0	1.8	0.0	27.3	7.3	1.8
l	21.8	3.6	40.0	9.1	5.5	1.8	5.5	7.3	5.5	0.0
m	27.3	20.0	23.6	9.1	1.8	0.0	0.0	5.5	7.3	5.5
n	30.9	7.3	12.7	32.7	1.8	0.0	0.0	7.3	3.6	3.6
o	18.2	21.8	0.0	27.3	1.8	1.8	1.8	18.2	7.3	1.8

[a] Types of Evidence: A, Professional judgement; B, Student support; C, Test score gains; D, Measured gains other than test scores; E, Formal study; F, Other; G, No support; and H, Don't know.

[b] Strategy: a, Tutorial assistance provided by GW students regarding regular course work; b, Tutorial assistance provided by community volunteers regarding regular course work; c, Competency test remediation with community and student tutors; d, Computer assisted career exploration; e, Computer assisted college exploration; f, Extension courses through local colleges; g, Honors Program; h, Advanced Placement; i, International/Foreign Language Clubs; j, Amity Aides; k, Fine Arts through the West Virginia Arts and Humanities Council; l, Academic labs; m, Teacher availability for independent help; n, Ability grouping in all major subject areas; and o, Community school courses.

Across strategies the most frequently cited type of evidence was student support (B), followed by professional judgement (A). The no support option was not frequently selected. Responses to the don't know option could aid GW staff members in establishing priorities for continued study. Findings with relatively high agreement among respondents (i.e., at least 30%) include: (1) student support in regard to computer assisted career exploration (d), computer assisted college exploration (e), International/Foreign Language Clubs (i), and Amity Aides (j); (2) professional judgement in regard to extension courses through local colleges (f), and ability grouping in all major subject areas (n); and (3) test score gains in regard to competency test remediation with community and student tutors (c), advanced placement (h) and academic labs (l). Additionally, about 33% of the respondents noted that measured gains other than test scores support the effectiveness of ability grouping (n). This study does not purport to determine the effectiveness of the strategies, but only to describe the types of support for each strategy. No single type of support is best for all strategies. Ideally, several methods of assessing strategies effects would be implemented.

Subquestion #3: Are there strategies that could be used by feeder school administrators and/or their staff to improve student achievement at George Washington? The following groups were surveyed: (1) GW administrators (Form A, item 3); (2) GW counselors (Form B, item 1); (3) GW teachers (Form C, item 3); (4) GW students (Form D, item 11); (5) feeder school administrators and counselors (Form F, item 7); and (6) feeder school teachers (Form G, item 7). A simple list of suggestions will be provided for groups that are small in number. Findings from larger groups (e.g., teachers, students) will be provided by category and with the frequency of response noted. Responses from smaller groups will be combined to protect the respondent's anonymity, while allowing the reader to know the general sources of the suggestions. An outline format is used to present the suggested procedures/methods/strategies; see Table 15. It should be noted that respondents were asked to only list procedures not currently being utilized.

TABLE 15

OUTLINE OF SUGGESTIONS BY GROUP

Source of Suggestion	Frequency
I. George Washington Senior High School	
A. Administrators and Counselors	
1. Use GW student tutors at junior high schools	1
2. Have GW student representatives attend junior high classes and discuss study habits and how to academically succeed at GW	1
3. Assist GW staff with grouping	1
4. Have on-site visitations by feeder school staff to learn more about GW	1
5. Update and improve coordination of curriculum at feeder schools	1
6. Improve instruction-gear toward student responsibility and growth	1
7. Improve curriculum development	1
B. Teachers (By Category of Response)	
Category 1: Communication and Cooperation	
a. Articulate/coordinate GW and feeder school programs and course work	3
b. Implement teacher exchange in subject areas for several days per semester	1
c. Have more frequent visitations by feeder school staff	1
d. Develop a feeder school area curriculum coordinating committee	1
e. Provide more orientation for upcoming sophomores (e.g., exposure to modular scheduling)	2
f. Work together more on placement at GW	1
g. Help parents of junior/elementary levels students understand the expectations of the GW program	1
Category 2: Curriculum and Instruction	
a. Teach study habits/note taking procedures/test taking skills and time management	4
b. Introduce ninth grade students to an English honors program (reading, humanities)	2
c. Provide more personalized instruction	2
d. Provide opportunities for independent study	2
e. Improve screening of students placed in accelerated programs	1
f. Expose students to distributive education	1

TABLE 15 (Con't.)

Source of Suggestion	Frequency
g. Give students more responsibility	1
h. Concentrate on art basics in art class	1
i. Provide a better atmosphere for learning	1
j. Group by stanines	1
k. Provide a greater variety of courses	1
Category 3: Scheduling	
a. Provide some unstructured time	2
b. Implement modular scheduling	2
Category 4: Others	
a. Think positive about GW	2
b. Test students at an earlier age	1
c. Be sure all basics are mastered prior to promotion	1
C. Students (By Category of Response)	
Category 1: Communication	
a. Become more familiar with GW and the modular system	21
b. Better communication between students and teachers	7
c. Suggest GW principal and teachers visits to feeder schools	2
d. Improve communication between junior and senior high teachers concerning expectations	1
e. Relate ninth and tenth grade English	1
Category 2: Student Orientation	
a. Prepare students for the step from junior to senior high school	8
b. Provide more counseling about how GW works	7
c. Provide one day of modular scheduling at the junior high schools	3
d. Provide a better explanation of the modular system	2
e. Explain lectures and quests	1
f. Explain honors courses more thoroughly	1
Category 3: Curriculum and Instruction	
a. Give students more responsibility, opportunity to make decisions and freedom	14
b. Provide a course in how to study and note taking (early in junior high)	12
c. Improve teaching skills	10
d. No suggestions - "they did a good job"	8
e. Encourage students to study harder	7
f. Use teaching/grading methods similar to those used by GW teachers	5

TABLE 15 (Con't.)

Source of Suggestion	Frequency
g. Provide more junior high emphasis on:	
1. class participation;	2
2. reading;	3
3. math, especially geometry;	1
4. English;	4
5. writing;	2
6. business;	1
7. homework;	1
8. foreign language (more courses);	1
9. personal/individual instruction;	3
10. projects;	1
11. communication between students and;	1
12. understanding students.	2
h. Give more assignments	4
i. Change to GW preparation at the end of ninth grade year	3
j. Require more discipline in class	3
k. Make junior high school academically harder	3
l. Provide more variety of work in classes	2
m. Give deadlines	1
n. Teach basics and make sure they are learned	1
o. Do not give as much extra credit	1
p. Provide incentives for academic achievement	1
q. Use ability grouping	1
r. Place good teaching materials at all junior highs	1
s. Allow students to decide which courses to take	1
t. Provide information concerning college requirements	1
Category 4: Scheduling	
a. Adopt modular scheduling at junior high level	8
b. Schedule classes at GW equivalent to junior high classes	2
II. Junior High Feeder Schools	
A. Administrators and Counselors	
1. Have a teacher exchange day	1
2. Facilitate closer working relationships between junior and senior high departments	1
3. Improve (more frequent) communication between junior and senior high administrators and teachers	1
4. Ask GW teachers and counselors to speak to ninth graders concerning importance of ninth grade achievement	1

TABLE 15 (Con't.)

Source of Suggestion	Frequency
B. Teachers	
Category 1: Communication and Cooperation	
a. Increase amount of discussion concerning subject area expectations at GW	2
b. Ask GW students to talk to ninth graders concerning library and studying	1
c. Increase cooperation between junior and senior high departments (more frequent intervals)	1
d. Have a teacher exchange day	1
Category 2: Curriculum and Instruction	
a. Have grading procedures more in line with the GW system	1
b. Place the responsibility of completing missed assignments on the ninth graders	1
c. Post GW social studies assignments so students understand why they must master junior high skills	1
d. Increase consistency in teaching practices/basic procedures	2
e. Provide optional study periods	1
f. Allow students responsibility and opportunities to make decisions	3
g. Provide extra aid for low achieving students	1
h. Provide junior students with:	
1. a how to study class;	1
2. a creative writing class;	1
3. career seminars; and	1
4. information concerning college entrance requirements	1
i. Try to increase achievement at the junior high level	1
j. Provide lesson plans for weak areas	1
Category 3: Scheduling	
a. Experiment with modular scheduling with ninth graders	2
b. Have a more flexible schedule with longer labs	1

Most of the suggestions listed in Table 15 address three critical areas: (1) communication and cooperation between GW and the feeder schools; (2) curriculum and instruction and (3) scheduling. At least one central theme concerned methods to improve articulation/coordination/communication between administrators and teachers at GW and the feeder schools. Various types of exchanges/visitations were suggested by the respondents. Several groups noted the importance of teaching study skills in junior high school. The transition from ninth to tenth grade was another focus of many of the suggestions. Perhaps the GW as well as the feeder school decision-makers should consider the suggestions as a first step in a brain storming exercise. That is, discuss all suggestions prior discarding any specific idea. The feasibility and implications of the suggestions must be determined by the feeder school administrators/staff and/or GW administrators/staff. There appears to be many strategies that could be used by feeder school administrators and/or their staff to improve achievement at GW. It should be noted that GW/feeder school curricular articulation will be addressed under Evaluation Question #14. Methods to facilitate the transition from junior to senior high school are discussed under Evaluation Question #11.

Evaluation Question #6: What percentage of the class of 1982 will pass the Kanawha County Reading and Mathematics Competency Tests prior to graduation? The results of this long-range question have implications for assessing the degree to which functional needs are being met at GW. Since the tests were first administered during October, 1979 to sophomores, the results provide little indication of the effects of the GW program. However, students who fail one or more areas of the competency tests will be given (beginning November, 1980) at least yearly opportunities to pass the tests. The percentage of such students eventually passing the tests should provide worthwhile implications. The percentage of GW and overall Kanawha County high schools students failing each area of the competency tests is presented in Tables 16 and 17 as a source of baseline data.

TABLE 16

PERCENTAGE NON-MASTERY MATHEMATICS COMPETENCY TEST
FOR GEORGE WASHINGTON SENIOR HIGH SCHOOL AND OVERALL

Location	Add. Sub.	Mult. Div.	Measure. Geometry	Decimals Percent	Fractions	Consumer App.
GW	0.0	7.1	34.3	42.9	23.1	30.8
Overall	2.2	9.9	56.6	57.8	33.4	50.2

TABLE 17

PERCENTAGE NON-MASTERY READING COMPETENCY TEST
FOR GEORGE WASHINGTON SENIOR HIGH AND OVERALL

Location	Functional Reading	Functional Vocabulary	Mass Communication	Reading Comprehension
GW	3.6	9.3	7.4	27.7
Overall	9.6	17.4	14.7	46.1

Evaluation Question #7: What evidence is there of outstanding levels of achievement at George Washington? Two subquestions are addressed concerning the follow-up of recent graduates (1979). The first subquestion describes the recent graduate in terms of type of educational program, grade point average and/or employment status. Secondly, the recent graduates were asked to assess their success and the degree to which GW contributed to their perceived level of success. Form J (Recent GW Graduates) was the source of data for the two subquestions.

In support of the major evaluation question, GW administrators (Form A, item 4), counselors (Form B, item 2) and teachers (Form C, item 4) were asked to list one-three recent (1978-79 to present) examples of outstanding student achievement. Their responses are listed in Table 18.

TABLE 18

LIST OF EXAMPLES OF OUTSTANDING ACHIEVEMENT BY CATEGORY

Category	Outstanding Achievement
1. Scholarship	a. Presidential scholar
	b. Relatively large number of National Merit Finalists
	c. Edison Electric Award for Science
	d. First place Chemistry Award in American Chemical Society Regional Contest
	e. Seventh place State Math Field Day (student placed sixth)
	f. Success in County Math Field Day
	g. Regional Science Fair winners
	h. State Oratorical Contest Winners
	i. Social Studies
	1. County History Bowl winners
	2. Six first place winners in county Social Studies Fair
	3. Second place winner at W. Va. Tech History Bowl
	j. Business/Vocational/Technical
	1. Distributive Education - first place winner in State Competition
	2. Winners in State Vocational/Technical Fair
	3. FBLA students won several first and second place awards in state competition

TABLE 18 (Con't.)

Category	Outstanding Achievement
	4. First place state winner in advertising - DECA Career Development Conference
	5. Second place state winner in food services - DECA Career Development Conference
	6. Second place state winner in Economics Series - Manager owner
	k. Fluency in foreign language due to contact with Amity Aides
	l. Student exchange to Paris
2. Fine Arts	a. Music
	1. All-State Chorus soloist - four of six in last eight years
	2. All-County Chorus accompanist
	3. GW singers invited to perform for the Governor
	4. First chair - all-state bassoon
	5. Numerous Band honors in county and state competition
	b. Art and dance
	1. First place Rhododendron Art Exhibit as well as individual student awards
	2. Scholar in arts program
	3. Scholarships to North Carolina School of Arts Dance
3. Athletics	a. Football team reaching playoffs
	b. Girls track team winning largest meet in W. Va.
	c. Girls athletics - tennis, basketball, track
	d. Overall success in athletics
4. Others	a. Student nominated for Boys State
	b. First place State Chess Tournament
	c. High success rate with Advanced Placement Program
	d. Graduates accepted to prestigious universities
	e. High standardized test scores
	f. Positive attitude of graduates toward GW

Table 18 provides much evidence of outstanding levels of academic, artistic and athletic achievement.

Subquestion #1: What types of educational programs (e.g., vocational, college/university) and/or employment were George Washington graduates (1978-79) involved in during their first year after graduation? This subquestion also examines educational success by noting students' estimated cumulative grade point average. This description of recent graduates is based on survey (Form J, items 1-5) findings. The instrument was administered to a 25% random sample of 1979 graduates. About 40% of the requested sample returned the completed survey. There is no evidence to support that the actual sample (those returning the survey) is representative of the total 1978-79 graduating class. Hence, caution must be used in interpreting the results.

Table 19 presents the percentage of respondents currently enrolled in various types of educational programs.

TABLE 19

PERCENT OF RESPONSE FOR TYPE OF
EDUCATIONAL PROGRAM (1978-79 GRADUATES)

Type of Program	% of Response	
	Full-time	Part-time
Vocational	0.0	2.9
Junior/Community College	2.9	0.0
Four-year College	35.3	0.0
Four-year University	38.3	0.0
No Additional Education	20.6	---

About 80% of the respondents were enrolled in educational programs following graduation from GW. A nearly equal percentage of respondents indicated that their college major was science (23%), business (23%), behavioral science (18%), and engineering (18%). Other major areas were physical education and general studies. The vocational student was enrolled in building construction.

The estimated cumulative grade point averages (based on a 4-point scale) are provided in Table 20.

TABLE 20

PERCENT OF RESPONSE BY GRADE POINT
AVERAGE INTERVAL (1978-79 GRADUATES)

% of Response/Grade Point Average Intervals						
≤1.0	1.1-1.5	1.6-2.0	2.1-2.5	2.6-3.0	3.1-3.5	3.6-4.0
0.0	0.0	0.0	29.6	25.9	22.2	22.2

About 45% of the respondents indicated a grade point average above 3.0.

Only one of the respondents not enrolled in an educational program indicated unemployment as his current job status.

Subquestion #2: How successful do recent graduates consider themselves in their current educational program and/or job and to what degree do the graduates attribute their success to experiences at George Washington? Two survey items (Form J, items 6-7) were included in response to this subquestion. Item 6 asked the graduates to rate (very successful to not successful at all) their current level of success. Graduates were then asked to react (strongly agree to strongly disagree) to the statement: experiences at GW greatly contributed to the level of success checked for item 6. The items are considered in combination in Table 21.

TABLE 21

PERCENT OF RESPONSE FOR GRADUATES LEVEL OF PERCEIVED SUCCESS BY THE DEGREE TO WHICH THEY ATTRIBUTE THAT SUCCESS TO GEORGE WASHINGTON SENIOR HIGH SCHOOL

Level of Success (Item 6)	GW Contributed Greatly to Level of Success (Item 7) Strongly Agree	Agree	Disagree	Strongly Agree	Omit	% Overall
Very Successful	17.6	11.8	0.0	2.9	0.0	32.4
Successful	11.8	29.4	11.8	0.0	0.0	52.9
Not Very Successful	2.9	0.0	8.8	0.0	0.0	11.8
Not Successful At All	0.0	0.0	0.0	0.0	0.0	0.0
Omit	0.0	0.0	0.0	0.0	2.9	---

About 85% of the responding GW graduates considered themselves at least successful in their educational program and/or job. Nearly 83% of the at least successful group strongly agreed or agreed that GW greatly contributed to their level of success. About 12% of the respondents considered themselves less than successful. Most of those graduates (75%) did not attribute their lack of success to experiences at GW.

Use of Unstructured Time

The use of unstructured time was the second priority among the nine groups interviewed during the context evaluation. Members of seven of the nine interview groups identified the use of unstructured time as an area of concern. Interests in this area were quite similar within interview groups, but quite diverse across groups. The major dimension within the area is in regard to how students use unstructured time (i.e., frequency of positive and negative uses). Other relevant dimensions include: (1) perceived advantages and disadvantages of modular scheduling; (2) methods to facilitate the transition from traditional to modular scheduling; (3) ways to motivate students to use their unstructured time wisely; (4) preferred uses of unstructured time; and (5) effects of current (i.e., last several years) reductions in the amount of unstructured time available to students.

The aforementioned dimensions are directly addressed in this section. Areas of interest indirectly addressed include: (1) number of options available for student use of unstructured time; and (2) faculty use of unstructured time. Originally, (*Interim Evaluation Report*) five major evaluation questions (8-12) were listed under this category. The unavailability of a comparison school was a factor in the decision to delete major question nine. The primary sources of data are noted within each question.

Evaluation Question #8: How do students use unstructured time? The major question is partially resolved by the findings of the two subquestions. First, the frequency of positive student uses of unstructured time is assessed. Negative uses are considered under the second subquestion. The primary source of data was the Form C (GW teachers) and Form D (GW students) survey. Hence, only positive and negative uses included in the surveys can be discussed under the subquestions.

Two types of forms (Appendix C) were utilized in support of the major question. The first type (*Educators' Form*: *Documentation of Uses of Unstructured Time*) asked GW staff members to record the number of minutes, location and description of each student contact (unstructured time) of greater than three minutes. Thirteen staff members provided information for one six-day cycle. Seventeen staff members provided partial information. The second type (Facility Form: Documentation of Uses of Unstructured Time) was a simple sign-in sheet. Student's name, description of activity and amount of time were noted by the student upon entering/leaving a specific building area. Data were collected in the library, several labs and the art resource room. George Washington administrators assumed responsibility for handling the logistics of this data collection.

Data were collected for one six-day cycle late in May, 1980. The cycle included final examinations for seniors and graduation related activities. Therefore, the results absolutely cannot be considered representative of other cycles during the school year. The analysis procedure for the Educators' Form included: (1) cross-listing the type of contact; (2) tallying the number of minutes of contact by day and (3) recording locations for each contact. For the purposes of this study, the total number of minutes per day is considered an indicator of frequency. Table 22 presents the number of minutes by the most frequent types of contact, day and overall. Data were obtained via the Educators' Form.

TABLE 22

NUMBER OF MINUTES OF TEACHER-STUDENT CONTACT (UNSTRUCTURED TIME) BY TYPE OF CONTACT, DAY AND OVERALL

Type of Contact	Number of Minutes/Day						
	1	2	3	4	5	6	Overall
1. Discuss/review/ administer make-up tests or quizzes	512	536	275	488	325	273	2,409
2. Answer question/discuss course assignments/ projects/reports/homework/advanced placement	486	574	707	462	581	362	3,172
3. Discuss club related business/projects (e.g., FBLA, Student Council, DECA, International Dinner - day 6)	67	18	5	43	120	2740	2,993
4. Music lessons/music related (stage show, rehearsal, dance routine)	358	429	352	568	672	629	3,008
5. Discuss graduation related activities (concert, instructions, awards, requirements)	455	69	8	38	113	275	953
6. General/personal conversation or counseling	381	186	133	99	137	234	1,170
7. Grade clarification	62	18	43	27	101	34	285
8. Math game/problems	96	56	0	10	10	0	172
9. Career/college related	68	108	40	3	9	80	308
10. Discuss Art Exhibit after school day 5/art related	74	114	5	9	478	0	680
11. Tutoring	85	46	105	65	0	0	301
12. Discuss Prom and related activities	13	50	10	65	45	120	303

Table 22 indicates that among the responses of the participating teachers the most frequent types of teacher-student contact (unstructured time) included: (1) discussions of course related assignments (e.g., projects, homework, reports); (2) music lessons and (3) make-up test administration/discussion/review. The number of minutes for club related business was inflated due to the International Dinner. As expected considering the date of data collection, graduation, grades, Prom, and careers were common topics of discussion. Less frequent topics included: (1) a guest speaker; (2) next year's schedule; (3) lost/returned textbooks; (4) arrangements for future appointments; (5) home visitation; and (6) skip slip verification. The teacher-student contact was reported as occurring at 50 different locations (e.g., hall, bandroom, teacher's office, cafeteria, library, classrooms). The findings also provide some insight into faculty uses of unstructured time.

The data generated by the Facility Form are presented in Tables 23-25. The number of minutes for each of the most frequent types of activities is presented for three locations (library, labs, art resource room) by day and overall.

TABLE 23

LIBRARY: NUMBER OF MINUTES PER ACTIVITY BY DAY AND OVERALL

Type of Activity	Number of Minutes/Day 1	2	3	4	5	6	Overall
1. Study/work/make-up work	3997	2556	3554	2937	3367	635	17,046
2. Read (newspaper, magazine, textbooks)	570	562	300	213	152	25	1,822
3. Homework	548	53	249	210	26	48	1,134
4. Research/reports/projects	329	166	320	302	96	30	1,243
5. Meeting/conference	86	0	0	15	0	0	101
6. Return/checkout/pay for books	42	31	0	0	3	0	76
7. Science							
a. Biology	179	0	241	0	20	105	545
b. Chemistry	65	30	0	64	0	0	159
c. Physics	70	0	3	64	0	0	137
d. Physiology	36	32	45	0	0	0	113
8. Mathematics							
a. Algebra	81	16	14	60	11	0	182
b. Math	302	292	324	95	0	35	1,048
9. Foreign Language							
a. French	17	58	37	0	0	0	112
b. Spanish	1	0	0	0	20	0	21
c. Latin	70	0	0	0	0	0	70
10. English							
a. Poetry	105	0	45	0	28	0	178
b. English	223	257	348	247	45	178	1,298
11. Social Studies							
a. American Studies	384	0	300	59	60	223	1,026
b. Political Science	30	0	35	0	0	0	65
12. Fine Arts							
a. Rock class	199	0	0	0	0	0	199
13. Business							
a. Accounting	30	48	98	109	0	0	285
14. Practical Arts							
a. Driver's Education	0	43	0	0	0	0	43
15. Special tests	0	25	0	7	0	0	32

According to the responding students, the most frequent types of library activities were studying, reading, working on English assignments, and researching. Mathematics, social studies and science work were also frequently identified by the students. It is interesting to note that eight of the nine GW departments were listed under description of activity.

TABLE 24

LABS: NUMBER OF MINUTES PER ACTIVITY BY DAY AND OVERALL

Type of Activity	Number of Minutes/Day						
	1	2	3	4	5	6	Overall
1. Social Studies lab	2681	2878	2457	1988	2844	2773	15,621
2. Study/work/make-up work/extra work	487	101	290	432	596	511	2,417
3. Learning Activity Package	155	0	0	0	0	0	155
4. Listening to tapes	35	0	0	0	0	0	35
5. Ask questions/obtain help	133	56	210	32	0	117	548
6. American Studies	53	0	167	0	0	0	220
7. Accounting	51	0	0	0	0	0	51
8. DECA	0	127	0	0	0	5	132
9. Conference/meeting	0	10	5	73	0	0	88
10. Remediation for sophomore proficiency test (math)	0	0	412	525	737	321	1,995
11. Homework	0	0	51	0	0	0	51
12. Algebra	0	0	96	142	40	33	311

Table 24 data were obtained from the social studies lab (days 1-6), mathematics lab (days 3-6) and business lab (days 1-2). Data were not received from other labs. Although the most complete responses were from the social studies lab, the description of activity (social studies lab) most frequently given by the students provides little indication of the nature of their work. Studying, experiencing remediation for the sophomore proficiency test (math) and asking questions were also frequently identified lab activities.

TABLE 25

ART RESOURCE ROOM: NUMBER OF MINUTES PER ACTIVITY BY DAY AND OVERALL

Type of Activity	Number of Minutes/Day						
	1	2	3	4	5	6	Overall
1. Woodblock	525	90	376	439	270	48	1,748
2. Art work	392	0	0	0	0	0	392
3. Study/work/make-up work/extra work	205	79	295	0	323	0	902
4. Lettering	174	0	0	0	68	41	283
5. Homework	102	0	0	0	40	0	142
6. Read	148	0	0	0	0	0	148
7. Drawing	26	185	0	0	0	0	211
8. Campaign posters	16	0	0	0	0	0	16
9. Project	0	146	0	0	86	76	308
10. Silkscreen	0	56	0	102	0	0	158
11. Ask questions/obtain help	0	0	0	0	136	0	136
12. Conference/meeting	16	0	0	0	0	0	16

The art resource room was most frequently used for woodblock and studying during the period of data collection. Artwork, lettering, project work, and drawing were also frequently noted art resource room activities.

With some modification (e.g., generating lists of types of contact and types of activities), the Educators' Form and the Facility Form could provide the GW staff with valuable information in the areas of planning, time management and instruction. The current effort was limited by: (1) missing information (e.g., number of minutes omitted in some cases); (2) the necessity of combining individual responses for reporting purposes and (3) time demands placed on the GW staff to bring closure to the school year.

Subquestion #1: What is the frequency of positive uses of unstructured time? George Washington teachers (Form C, items 6-8) and students (Form D, items 13-16) were surveyed in regard to this subquestion. Three of the four items on the students' form are parallel to items on the teachers' form. The first pair of items deals with the percentage of students' unstructured time used for each of 17 activities. Three of the activities are negative uses of unstructured time and will be presented under subquestion #2. The second pair concerns using unstructured time rather than class time to visit a guidance counselor. The third pair of items concerns the percentage of students that usually (i.e., at least 75% of the time) use their unstructured time for educationally positive activities. The final survey item under this subquestion asks the student to estimate the percentage of his/her unstructured time that he/she uses for educationally positive activities. Teacher responses are presented first and they are followed by student responses for each of the three item pairs. Teacher responses by department and student responses by grade level for the first pair of items are available upon request. Others will be presented in the text.

Table 26 presents the teachers' estimate of the percentage of all GW students that regularly (i.e., at least one module per day, five days per week) use unstructured time for each of 17 activities. It should be noted that the list of possible uses in Table 26 partially satisfies the need among some students for options for using unstructured time. The need was identified during the context evaluation.

TABLE 26

PERCENT OF TEACHER RESPONSE FOR PERCENTAGE OF ALL STUDENTS REGULARLY USING UNSTRUCTURED TIME FOR EACH OF SEVENTEEN ACTIVITIES

Possible Uses of	% of Response[a]/% of All Students				
Unstructured Time	0-19	20-39	40-59	60-79	80-100
a. Reading and/or studying in the library	9.6	25.0	28.8	21.2	15.4
b. See subquestion #2					
c. Individual learning with a teacher in a lab	3.8	21.2	23.1	38.5	11.5
d. Individual learning without the assistance of a teacher in a lab	21.2	25.0	26.9	11.5	13.5
e. Small group learning with a teacher in a lab	9.6	21.2	28.8	19.2	15.4
f. Small group learning without the assistance of a teacher in a lab	32.7	25.0	21.2	9.6	3.8
g. See subquestion #2					
h. See subquestion #2					

TABLE 26 (Con't.)

Possible Uses of Unstructured Time	% of Response[a]/% of All Students				
	0-19	20-39	40-59	60-79	80-100
i. Participating in extra-curricular activities	3.8	28.8	28.8	32.7	5.8
j. Individual learning with a teacher in the teacher's office or classroom	5.8	28.8	15.4	30.8	15.4
k. Working together in vacant classrooms	17.3	19.2	32.7	21.2	7.7
l. Working independently in vacant classrooms	23.1	26.9	19.2	21.2	5.8
m. Participating in tutoring sessions	32.7	28.8	21.2	11.5	1.9
n. Making/meeting appointments with counselors, teachers or tutors	9.6	21.2	21.2	21.2	25.0
o. Using the music practice rooms	17.3	36.5	21.2	11.5	3.8
p. Using equipment (e.g., typewriters, calculators) in classrooms	5.8	19.2	38.5	25.0	9.6
q. Taking private/professional lessons	25.0	21.2	34.6	9.6	0.0
r. Providing services to school (e.g., scheduling team, tutoring, red cross)	13.5	32.7	38.5	11.5	0.0
s. Exploring college and/or job possibilities in the Counselor Resource Area	15.4	30.8	28.8	17.3	3.8
t. Participating in work experience programs	15.4	26.9	40.4	9.6	1.9

[a] % of Response: Percentages not summing to 100% are due to omits among the 52 respondents.

About 50% of the teachers indicated that at least 60% of all GW students regularly (i.e., at least one module per day, five days per week) use unstructured time for the following: (1) individual learning with a teacher in a lab; (2) individual learning with a teacher in the teacher's office or classroom and (3) making/meeting appointments with counselors, teachers or tutors. Other relatively frequent uses of unstructured time include: (1) participating in extracurricular activities; (2) reading and/or studying in the library; (3) small group learning with a teacher in a lab; and (4) using equipment (e.g., typewriters, calculators) in classrooms. Relatively infrequent uses of unstructured time include: (1) participating in tutoring sessions; (2) small group learning without the assistance of a teacher in a lab; (3) using the music practice rooms; and (4) working independently in vacant classrooms. These results seem fairly consonant with findings generated with the Educators' Form and the Facility Form in support of major question #8. There are some differences in regard to music. The results could be partially explained by considering the number of students involved in music and the intensity of their involvement.

Table 27 presents the students' estimate of the percentage of their unstructured time that was regularly (i.e., at least one module per day, five days per week) used for each of the 17 activities. Each student estimate was based on his/her personal use of unstructured time, not perceptions of how all GW students use their unstructured time.

TABLE 27

PERCENT OF STUDENT RESPONSE FOR PERCENTAGE OF UNSTRUCTURED TIME REGULARLY USED FOR EACH OF SEVENTEEN ACTIVITIES

Possible Uses of Unstructured Time	% of Response[a]/% of Unstructured Time				
	0-19	20-39	40-59	60-79	80-100
a. Reading and/or studying in the library	21.3	21.0	26.0	21.0	9.0
b. See subquestion #2					
c. Individual learning with a teacher in a lab	33.0	32.3	23.0	8.3	2.3
d. Individual learning without the assistance of a teacher in a lab	29.7	23.7	29.0	13.7	3.3
e. Small group learning with a teacher in a lab	48.0	20.3	18.3	10.0	2.3
f. Small group learning without the assistance of a teacher in a lab	46.7	21.7	16.7	10.3	2.7
g. See subquestion #2					
h. See subquestion #2					
i. Participating in extra-curricular activities	21.7	15.7	27.0	22.7	11.7
j. Individual learning with a teacher in the teacher's office or classroom	24.3	26.3	23.7	18.3	6.3
k. Working together in vacant classrooms	39.7	25.7	13.7	14.3	5.3
l. Working independently in vacant classrooms	35.7	22.0	20.0	15.7	5.0
m. Participating in tutoring sessions	69.3	15.3	9.0	3.7	1.7
n. Making/meeting appointments with counselors, teachers or tutors	29.0	23.7	25.7	15.3	5.3

TABLE 27 (Con't.)

Possible Uses of Unstructured Time	% of Response[a]/% of Unstructured Time 0-19	20-39	40-59	60-79	80-100
o. Using the music practice rooms	65.7	9.7	9.0	7.7	6.7
p. Using equipment (e.g., typewriters, calculators) in classrooms	41.3	15.3	17.0	15.3	10.0
q. Taking private/professional lessons	66.3	12.0	7.0	8.3	4.7
r. Providing services to school (e.g., scheduling team, tutoring, red cross)	57.3	13.7	12.7	11.0	4.3
s. Exploring college and/or job possibilities in the Counselor Resource Area	28.3	24.3	24.0	14.7	7.7
t. Participating in work experience programs	56.0	12.0	9.7	10.0	10.7

[a] % of Response: Percentages not summing to 100% are due to omits among the 300 respondents.

About 30% of the responding students indicated that at least 60% of their unstructured time was regularly (i.e., at least one module per day, five days per week) used for: (1) participating in extracurricular activities; (2) reading and/or studying in the library and (3) using equipment (e.g., typewriters, calculators) in classrooms. Other relatively frequent uses of unstructured time include: (1) individual learning with a teacher in the teacher's office or classroom; (2) exploring college and/or job possibilities in the Counselor Resource Area and (3) making/meeting appointments with counselors, teachers or tutors. Relatively infrequent uses of unstructured time include: (1) participating in tutoring sessions; (2) taking private/professional lessons and (3) using the music practice rooms.

Five of the six aforementioned frequent uses of unstructured time were also identified by the teachers as frequent uses. The major discrepancy was between teacher and student perceptions of the amount of unstructured time used for individual learning with a teacher in a lab. The teachers' perception of time was greater than that of the students. Exploring college and/or job possibilities was considered a relatively high frequency use of unstructured time by the students, but not by the teachers. There was also fair agreement between teachers and students in terms of activities assigned to the infrequent category.

The second pair of items concerns using unstructured time rather than class time to visit a guidance counselor. Teachers were asked to estimate the percentage of all GW students that use unstructured time rather than class time to visit a counselor. Students were asked to note the percentage of their 1979-80 visits to a guidance counselor that occurred during unstructured time.

Teacher estimates are provided in Table 28 by department and overall.

TABLE 28

PERCENT OF TEACHER RESPONSE BY DEPARTMENT AND OVERALL FOR PERCENTAGE OF ALL STUDENTS VISITING A GUIDANCE COUNSELOR ON UNSTRUCTURED TIME

DEPARTMENTS	% of Response/%of All Students						
	0-19	20-39	40-59	60-79	80-100	Omit	N[a]
Business	0.0	0.0	0.0	66.7	33.3	0.0	3
English	10.0	10.0	30.0	30.0	20.0	0.0	10
Fine Arts	0.0	33.3	33.3	33.3	0.0	0.0	3
Foreign Language	25.0	0.0	25.0	25.0	25.0	0.0	4
Math	0.0	0.0	40.0	40.0	20.0	0.0	5
Pract. Arts	0.0	40.0	0.0	40.0	20.0	0.0	5
Science	0.0	20.0	40.0	0.0	40.0	0.0	5
Social Studies	0.0	0.0	0.0	50.0	50.0	0.0	6
Voc./Tech.	0.0	0.0	0.0	100.0	0.0	0.0	2
Not Given/Other	0.0	0.0	33.3	33.3	22.2	11.1	9
Overall	3.9	9.6	23.1	36.5	25.0	1.9	52

[a]N = number of teachers

A little more than 60% of the teachers indicated that at least 60% of all GW students use unstructured time rather than class time to visit a guidance counselor. Additionally, Table 28 indicates some differences in estimates between and within departments.

Student estimates are provided in Table 29 by grade level and overall.

TABLE 29

PERCENT OF STUDENT RESPONSE BY GRADE LEVEL AND OVERALL FOR PERCENTAGE OF GUIDANCE COUNSELOR VISITS OCCURRING ON UNSTRUCTURED TIME

Grade Levels	% of Response/% of Visits						
	0-19	20-39	40-59	60-79	80-100	Omit	N[a]
Sophomores	17.4	21.1	22.9	14.7	22.0	1.8	109
Juniors	5.6	8.9	20.0	23.3	41.1	1.1	90
Seniors	10.9	15.8	10.9	19.8	42.6	0.0	101
Overall	11.7	15.7	18.0	19.0	34.7	1.0	300

[a] N number of students

About 54% of the student sample noted that at least 60% of their 1979-80 visits to a guidance counselor occurred during unstructured time. Juniors and seniors used unstructured time for guidance counselor visits more frequently than sophomores.

The third pair of items concerns the percentage of students that usually (i.e., at least 75% of the time) use unstructured time for educationally positive activities. Teachers were asked to estimate the percentage of all GW students that usually use their unstructured time for such activities. As with the first and second pair of items, the parallel student item asked the student to assess his/her personal use of unstructured time. A second student item (#15) asked for an estimate of the percentage of all students that usually use unstructured time for educationally positive activities. This second item is presented following the first student item.

Teacher estimates are presented in Table 30 by department and overall.

TABLE 30

PERCENT OF TEACHER RESPONSE BY DEPARTMENT AND OVERALL FOR PERCENTAGE OF ALL STUDENTS USUALLY USING UNSTRUCTURED TIME FOR EDUCATIONALLY POSITIVE ACTIVITIES

Departments	% of Response/% of All Students						
	0-19	20-39	40-59	60-79	80-100	Omit	N[a]
Business	0.0	33.3	0.0	66.7	0.0	0.0	3
English	0.0	0.0	50.0	20.0	20.0	10.0	10
Fine Arts	33.3	33.3	0.0	33.3	0.0	0.0	3
Foreign Language	0.0	50.0	50.0	0.0	0.0	0.0	4
Math	0.0	40.0	40.0	0.0	20.0	0.0	5
Pract. Arts	20.0	0.0	40.0	40.0	0.0	0.0	5
Science	0.0	0.0	40.0	40.0	20.0	0.0	5
Social Studies	0.0	0.0	16.7	50.0	16.7	16.7	6
Voc./Tech.	0.0	0.0	0.0	0.0	100.0	0.0	2
Not Given/Other	11.1	11.1	22.2	33.3	11.1	11.1	9
Overall	5.8	13.5	30.8	28.9	15.4	5.8	52

[a] N = number of teachers

About 45% of the teachers indicated that at least 60% of all GW students usually (i.e., at least 75% of the time) use unstructured time for educationally positive activities. Differences in estimates between and within departments are also suggested in Table 30. The overall findings will be compared with student estimates.

Student estimates of their personal positive uses of unstructured time are provided in Table 31.

TABLE 31

PERCENT OF STUDENT RESPONSE BY GRADE LEVEL AND OVERALL FOR PERCENTAGE OF UNSTRUCTURED TIME USUALLY USED FOR EDUCATIONALLY POSITIVE ACTIVITIES

Grade Levels	% of Response/% of Unstructured Time						
	0-19	20-39	40-59	60-79	80-100	Omit	N[a]
Sophomores	7.3	23.9	30.3	24.8	11.0	2.8	109
Juniors	3.3	13.3	38.9	34.4	7.8	2.2	90
Seniors	9.3	20.8	30.7	28.7	8.9	1.0	101
Overall	7.0	19.7	33.0	29.0	9.3	2.0	300

[a] N = number of students

About 40% of the students indicated that at least 60% of their unstructured time was usually (i.e., at least 75% of the time) used for educationally positive activities. Juniors appear to make more frequent positive use of unstructured time than do sophomores or seniors. Inspection of Tables 30 and 31 suggests that teacher and student responses are similar.

The results of the second student item, which asked for an estimate of the percentage of all GW students that usually use unstructured time for educationally positive activities, are presented in Table 32.

TABLE 32

PERCENT OF STUDENT RESPONSE BY GRADE LEVEL AND OVERALL FOR PERCENTAGE OF ALL STUDENTS USUALLY USING UNSTRUCTURED TIME FOR EDUCATIONALLY POSITIVE ACTIVITIES

Grade Levels	% of Response/% of All Students						
	0-19	20-39	40-59	60-79	80-100	Omit	N[a]
Sophomores	5.5	25.7	29.4	28.4	10.1	0.9	109
Juniors	6.7	14.4	40.0	28.9	10.0	0.0	90
Seniors	4.0	20.8	40.6	30.7	4.0	0.0	101
Overall	5.3	20.7	36.3	29.3	8.0	0.3	300

[a] N = number of students

About 38% of the responding students indicated that at least 60% of all GW students usually (i.e., at least 75% of the time) use unstructured time for educationally positive activities. At each grade level, the most frequently selected option was #3 (between 40-59%). Number 3 was also the overall most frequently selected option by teachers (Table 30) and students (Table 31 and 32).

The value of the descriptive findings (Tables 26-32) will be increased if the GW staff decides to use them as baseline data and continue monitoring student uses of unstructured time. Secondly, the findings could be used as baseline data in the assessment of pilot strategies designed to increase positive uses of unstructured time. Hopefully, the results of Evaluation Question #11, subquestion #1 will provide a realistic source of methods to improve unstructured time utilization.

Subquestion #2: What is the frequency of student abuse of unstructured time? Three parts of item 6 of the teachers' survey (Form C) and item 13 of the students' survey (Form D) address this subquestion.

Since all possible uses of unstructured time cannot be classified as either educationally positive or an abuse, only minimal insight into the resolution of this subquestion can be derived from the reexamination of subquestion #1. Teacher responses are presented first and they are followed by the student responses.

Table 33 presents the teachers' estimate (by department and overall) of the percentage of all GW students that regularly (i.e., at least one module per day, five days per week) use unstructured time for each of three activities.

TABLE 33

PERCENT OF TEACHER RESPONSE BY DEPARTMENT AND OVERALL FOR PERCENTAGE OF ALL STUDENTS REGULARLY USING UNSTRUCTURED TIME FOR EACH OF THREE ACTIVITIES

Possible Uses of Unstructured Time/ Department	% of Response/% of All Students					
	0-19	20-39	40-59	60-79	80-100	Omit
b. Wasting time (e.g., sleeping or being disruptive) in the library						
Business	66.7	33.3	0.0	0.0	0.0	0.0
English	60.0	20.0	10.0	0.0	0.0	10.0
Fine Arts	100.0	0.0	0.0	0.0	0.0	0.0
Foreign Lang.	75.0	0.0	0.0	0.0	0.0	25.0
Math	60.0	40.0	0.0	0.0	0.0	0.0
Pract. Arts	20.0	0.0	60.0	20.0	0.0	0.0
Science	40.0	40.0	0.0	0.0	20.0	0.0
Social Studies	83.3	0.0	0.0	0.0	16.7	0.0
Voc./Tech.	50.0	50.0	0.0	0.0	0.0	0.0
Not Given/Other	88.9	0.0	0.0	0.0	0.0	11.1
Overall	65.4	15.4	7.7	1.9	3.8	5.8

TABLE 33 (Con't.)

Possible Uses of Unstructured Time/ Department	% of Response/% of All Students					
	0-19	20-39	40-59	60-79	80-100	Omit
g. Wasting time in a lab						
Business	100.0	0.0	0.0	0.0	0.0	0.0
English	50.0	10.0	10.0	20.0	0.0	10.0
Fine Arts	100.0	0.0	0.0	0.0	0.0	0.0
Foreign Lang.	100.0	0.0	0.0	0.0	0.0	0.0
Math	20.0	40.0	40.0	0.0	0.0	0.0
Pract. Arts	40.0	20.0	40.0	0.0	0.0	0.0
Science	60.0	20.0	0.0	0.0	20.0	0.0
Social Studies	33.3	33.3	16.7	0.0	16.7	0.0
Voc./Tech.	100.0	0.0	0.0	0.0	0.0	0.0
Not Given/Other	66.7	0.0	11.1	0.0	0.0	22.2
Overall	59.6	13.5	13.5	3.8	3.8	5.8
h. Wasting time - other than in a lab						
Business	66.7	0.0	0.0	33.3	0.0	0.0
English	40.0	30.0	10.0	20.0	0.0	0.0
Fine Arts	33.3	0.0	66.7	0.0	0.0	0.0
Foreign Lang.	25.0	25.0	50.0	0.0	0.0	0.0
Math	20.0	0.0	20.0	60.0	0.0	0.0
Pract. Arts	0.0	20.0	40.0	20.0	20.0	0.0
Science	20.0	40.0	20.0	0.0	20.0	0.0
Social Studies	33.3	33.3	16.7	0.0	16.7	0.0
Voc./Tech.	50.0	50.0	0.0	0.0	0.0	0.0
Not Given/Other	22.2	44.4	11.1	0.0	11.1	11.1
Overall	28.8	26.9	21.2	13.5	7.7	1.9

It should be noted that Table 30 includes the number of responding teachers by department and overall. Less than 8% of the teachers indicated that at least 60% of all GW students regularly (i.e., at least one module per day, five days per week) waste unstructured time in the library or lab. A higher percentage (21) was noted for areas other than a lab. In addition, Table 33 seems to indicate that less unstructured time is wasted in the library than in the lab. However, the most frequent response for all three types of abuse was the least possible percentage option (0-19%).

Table 34 presents the students' estimate of the percentage of their unstructured time that is regularly (i.e., at least one module per day, five days per week) used for each of the three abuses. Each student estimate was based on his/her personal use of unstructured time, not perceptions of how all GW students use their unstructured time.

TABLE 34

PERCENT OF STUDENT RESPONSE BY GRADE LEVEL AND OVERALL FOR PERCENTAGE OF UNSTRUCTURED TIME REGULARLY USED FOR EACH OF THREE ACTIVITIES

Possible Uses of Unstructured Time/ Grade Level	% of Response/% of Unstructured Time					
	0-19	20-39	40-59	60-79	80-100	Omit
b. Wasting time (e.g., sleeping or being disruptive) in the library						
Sophomores	70.6	14.7	5.5	3.7	2.8	2.8
Juniors	72.2	10.0	10.0	3.3	3.3	1.1
Seniors	66.3	14.9	12.9	4.0	2.0	0.0
Overall	69.7	13.3	9.3	3.7	2.7	1.3
g. Wasting time in a lab						
Sophomores	74.3	9.2	6.4	5.5	2.8	1.8
Juniors	76.7	7.8	10.0	3.3	1.1	1.1
Seniors	79.2	8.9	4.0	2.0	4.0	2.0
Overall	76.7	8.7	6.7	3.7	2.7	1.7
h. Wasting time - other than in a lab						
Sophomores	44.0	22.9	14.7	11.9	3.7	2.8
Juniors	42.2	22.2	18.9	11.1	4.4	1.1
Seniors	31.7	23.8	26.7	10.9	5.9	1.0
Overall	39.3	23.0	20.0	11.3	4.7	1.7

It should be noted that Table 31 includes the number of responding students by grade level and overall. Less than 7% of the responding students indicated that at least 60% of their unstructured time was regularly (at least one module per day, five days a week) wasted in the library or lab. A higher percentage (16) was noted for areas other than a lab. Response patterns for students and teachers were generally similar. However, student perceptions of amount of wasted lab time were lower than the perceptions of teachers.

Evaluation Question #9: How do teachers and students use their working day? The intent of this quesiton was to extend the information generated in Evaluation Question #8. Structured and unstructured time utilization was the focus of this question. Implementation of data collection procedures was dependent on the: (1) availability of a comparison school; (2) feasibility of asking teachers and students to mark a checklist (Teacher and Student Log by Trump and Georgiades - see Interim Evaluation Report) at 30 minute intervals for a six-day cycle and (3) suitability of existing data analysis procedures. The three factors contributed to the decision to delete the question. This decision provided part of the impetus for the inclusion of the Educators' Form: Documentation of Uses of Unstructured Time under Evaluation Question #8.

Evaluation Question #10: What are administrator, counselor, teacher, student, and parent attitudes toward possible advantages and disadvantages of using modular scheduling? The subquestion is concerned with the identification of attitude differences among the surveyed groups. The primary sources of data were three items on each of nine survey instruments: (1) GW administrators (Form A, items 6-8); (2) GW counselors (Form B, items 4-6); (3) GW teachers (Form C, items 9-11); (4) GW students (Form D, items 1-3); (5) parents of GW students (Form E, items 1-3); (6) administrators and counselors of GW feeder schools (Form F, items 1-3); (7) teachers of GW feeder schools (Form G, items 1-3);

(8) students of GW feeder schools (Form H, items 2-4); and (9) parents of GW feeder school students (Form I, items 1-3). The results will be presented by groups in support of the major question. Similarities and differences among group responses will be discussed under the subquestion. Teacher responses by department for the three items are available upon request. Responses for other subgroups will be presented in the text. Responses for GW administrators and counselors will be presented together to protect the anonymity of the respondent. Data for feeder school administrators, counselors and teachers are also grouped.

Research literature suggests several possible advantages (e.g., improves teacher-student relations) and disadvantages (e.g., increases disciplinary problems) in regard to the utilization of modular scheduling. Several of the components of the first survey item were obtained from the literature. Others were generated from commonly held notions and misconceptions about modular scheduling. The direction (i.e., positive or negative) of each component is not necessarily consonant with the literature. The direction was randomly assigned to protect the integrity of the item. Respondents were asked if they agree to disagree with each of 11 statements about the use of modular scheduling at GW. The results of the first survey item are presented in Tables 35-41.

TABLE 35

GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND COUNSELORS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Admin. and Counselors						
a. Improves student-teacher relations	83.3	0.0	0.0	0.0	16.7	6
b. Decreases individual student-teacher contact time	0.0	0.0	0.0	100.0	0.0	6
c. Improves overall student achievement	83.3	16.7	0.0	0.0	0.0	6
d. Is supported by the community	66.7	33.3	0.0	0.0	0.0	6
e. Increases discipline problems	0.0	0.0	16.7	83.3	0.0	6
f. Reduces student interest in learning	0.0	0.0	0.0	100.0	0.0	6
g. Improves student morale	66.7	33.3	0.0	0.0	0.0	6
h. Facilitates remediation in basic skills	83.3	16.7	0.0	0.0	0.0	6
i. Develops students' decision making skills	100.0	0.0	0.0	0.0	0.0	6
j. Provides for greater flexibility in course offering	100.0	0.0	0.0	0.0	0.0	6
k. Decreases one-to-one teacher-student contact time	16.7	16.7	0.0	66.7	0.0	6

[a] N = number of administrators and counselors

TABLE 36

GEORGE WASHINGTON SENIOR HIGH SCHOOL TEACHERS (OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Teachers (Overall)						
a. Improves student-teacher relations	88.5	7.7	0.0	1.9	1.9	52
b. Decreases individual student-teacher contact time	9.6	1.9	9.6	76.9	1.9	52
c. Improves overall student achievement	69.2	26.9	1.9	0.0	1.9	52
d. Is supported by the community	23.1	59.6	9.6	3.8	3.8	52
e. Increases discipline problems	9.6	15.4	15.4	57.7	1.9	52
f. Reduces student interest in learning	1.9	5.8	13.5	76.9	1.9	52
g. Improves student morale	55.8	36.5	7.7	0.0	0.0	52
h. Facilitates remediation in basic skills	53.8	30.8	5.8	7.7	1.9	52
i. Develops students' decision making skills	80.8	19.2	0.0	0.0	0.0	52
j. Provides for greater flexibility in course offering	80.8	11.5	5.8	1.9	0.0	52
k. Decreases one-to-one teacher-student contact time	1.9	1.9	7.7	88.5	0.0	52

[a] N = number of teachers

TABLE 37

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
GW Students (Sophomores)						
a. Improves student-teacher relations	57.8	31.2	8.3	2.8	0.0	109
b. Decreases individual student-teacher contact time	3.7	17.4	22.9	55.0	0.9	109
c. Improves overall student achievement	55.0	34.9	7.3	1.8	0.9	109
d. Is supported by the community	37.6	39.4	15.6	7.3	0.0	109
e. Increases discipline problems	14.7	19.3	33.9	32.1	0.0	109
f. Reduces student interest in learning	7.3	12.8	17.4	62.4	0.0	109
g. Improves student morale	67.9	23.9	8.3	0.0	0.0	109
h. Facilitates remediation in basic skills	27.5	59.6	5.5	1.8	5.5	109
i. Develops students' decision making skills	75.2	22.0	1.8	0.9	0.0	109
j. Provides for greater flexibility in course offering	78.9	18.3	1.8	0.0	0.9	109
k. Decreases one-to-one teacher-student contact time	13.8	17.4	24.8	43.1	0.9	109

TABLE 37 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
GW Students (Juniors)						
a. Improves student-teacher relations	64.4	24.4	7.8	2.2	1.1	90
b. Decreases individual student-teacher contact time	10.0	8.9	21.1	58.9	1.1	90
c. Improves overall student achievement	47.8	40.0	7.8	2.2	2.2	90
d. Is supported by the community	22.2	48.9	15.6	7.8	5.6	90
e. Increases discipline problems	14.4	25.6	37.8	22.2	0.0	90
f. Reduces student interest in learning	6.7	7.8	33.3	52.2	0.0	90
g. Improves student morale	61.1	27.8	5.6	4.4	1.1	90
h. Facilitates remediation in basic skills	37.8	45.6	6.7	2.2	7.8	90
i. Develops students' decision making skills	72.2	23.3	4.4	0.0	0.0	90
j. Provides for greater flexibility in course offering	90.0	6.7	3.3	0.0	0.0	90
k. Decreases one-to-one teacher-student contact time	12.2	7.8	21.1	58.9	0.0	90

TABLE 37 (Con't.)

Group(s) - The use of modular scheduling at GW:	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
GW Students (Seniors)						
a. Improves student-teacher relations	63.4	28.7	4.9	3.0	0.0	101
b. Decreases individual student-teacher contact time	4.0	12.9	19.8	63.4	0.0	101
c. Improves overall student achievement	56.4	32.7	7.9	2.0	1.0	101
d. Is supported by the community	23.8	47.5	21.8	5.9	1.0	101
e. Increases discipline problems	12.9	26.7	33.7	24.7	2.0	101
f. Reduces student interest in learning	5.9	11.9	21.8	59.4	1.0	101
g. Improves student morale	51.5	36.6	6.9	4.9	0.0	101
h. Facilitates remediation in basic skills	22.8	54.5	8.9	6.9	6.9	101
i. Develops students' decision making skills	74.3	20.8	2.0	2.0	1.0	101
j. Provides for greater flexibility in course offering	83.1	11.9	3.0	1.0	1.0	101
k. Decreases one-to-one teacher-student contact time	5.9	6.9	31.7	55.4	0.0	101

TABLE 37 (Con't.)

Group(s) - The use of modular scheduling at GW:	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Students (Overall)						
a. Improves student-teacher relations	61.7	28.3	7.0	2.7	0.3	300
b. Decreases individual student-teacher contact time	5.7	13.3	21.3	59.0	0.7	300
c. Improves overall student achievement	53.3	35.7	7.7	2.0	1.3	300
d. Is supported by the community	28.3	45.0	17.7	7.0	2.0	300
e. Increases discipline problems	14.0	23.7	35.0	26.7	0.7	300
f. Reduces student interest in learning	6.7	11.0	23.7	58.3	0.3	300
g. Improves student morale	60.3	29.3	7.0	3.0	0.3	300
h. Facilitates remediation in basic skills	29.0	53.7	7.0	3.7	6.7	300
i. Develops students' decision making skills	74.0	22.0	2.7	1.0	0.3	300
j. Provides for greater flexibility in course offering	83.7	12.7	2.7	0.3	0.7	300
k. Decreases one-to-one teacher-student contact time	10.7	11.0	26.0	52.0	0.3	300

[a] N = number of students

TABLE 38

PARENTS OF GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^{a}
Parents of GW Students						
a. Improves student-teacher relations	38.8	19.8	20.7	19.0	1.7	121
b. Decreases individual student-teacher contact time	19.0	23.1	22.3	33.1	2.5	121
c. Improves overall student achievement	33.9	22.3	15.7	25.6	2.5	121
d. Is supported by the community	14.0	39.7	18.2	24.8	3.3	121
e. Increases discipline problems	37.2	20.7	22.3	19.0	0.8	121
f. Reduces student interest in learning	15.7	14.9	20.7	46.3	2.5	121
g. Improves student morale	42.1	23.1	17.4	14.9	2.5	121
h. Facilitates remediation in basic skills	19.0	31.4	20.7	21.5	7.4	121
i. Develops students' decision making skills	57.0	22.3	10.7	9.1	0.8	121
j. Provides for greater flexibility in course offering	71.1	16.5	5.8	5.8	0.8	121
k. Decreases one-to-one teacher-student contact time	29.8	15.7	16.5	35.5	2.5	121

^{a}N = number of parents

TABLE 39

FEEDER SCHOOLS - PROFESSIONAL STAFF (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) -	% of Response					
The use of modular scheduling at GW:	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Professional Staff (Washington Jr. High)						
a. Improves student-teacher relations	0.0	16.7	66.7	8.3	8.3	12
b. Decreases individual student-teacher contact time	8.3	41.7	33.3	8.3	8.3	12
c. Improves overall student achievement	8.3	0.0	58.3	25.0	8.3	12
d. Is supported by the community	0.0	16.7	58.3	25.0	0.0	12
e. Increases discipline problems	50.0	25.0	8.3	16.7	0.0	12
f. Reduces student interest in learning	33.3	8.3	50.0	0.0	8.3	12
g. Improves student morale	8.3	33.3	41.7	8.3	8.3	12
h. Facilitates remediation in basic skills	0.0	41.7	58.3	0.0	0.0	12
i. Develops students' decision making skills	8.3	58.3	25.0	8.3	0.0	12
j. Provides for greater flexibility in course offering	16.7	66.7	16.7	0.0	0.0	12
k. Decreases one-to-one teacher-student contact time	25.0	33.3	25.0	8.3	8.3	12

TABLE 39 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Professional Staff (Spring Hill Jr. High)						
a. Improves student-teacher relations	0.0	50.0	35.7	0.0	14.3	14
b. Decreases individual student-teacher contact time	0.0	28.6	57.1	7.1	7.1	14
c. Improves overall student achievement	0.0	21.4	57.1	14.3	7.1	14
d. Is supported by the community	0.0	28.6	35.7	21.4	14.3	14
e. Increases discipline problems	14.3	64.3	14.3	0.0	7.1	14
f. Reduces student interest in learning	7.1	64.3	21.4	0.0	7.1	14
g. Improves student morale	21.4	14.3	57.1	0.0	7.1	14
h. Facilitates remediation in basic skills	7.1	42.9	35.7	7.1	7.1	14
i. Develops students' decision making skills	21.4	35.7	35.7	0.0	7.1	14
j. Provides for greater flexibility in course offering	35.7	50.0	7.1	0.0	7.1	14
k. Decreases one-to-one teacher-student contact time	7.1	35.7	50.0	0.0	7.1	14

TABLE 39 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Professional Staff (John Adams Jr. High)						
a. Improves student-teacher relations	5.3	42.1	23.7	15.8	13.2	38
b. Decreases individual student-teacher contact time	23.7	28.9	34.2	2.6	10.5	38
c. Improves overall student achievement	7.9	5.3	47.4	23.7	15.8	38
d. Is supported by the community	2.6	47.4	23.7	5.3	21.1	38
e. Increases discipline problems	31.6	36.8	15.8	2.6	13.2	38
f. Reduces student interest in learning	10.5	28.9	31.6	15.8	13.2	38
g. Improves student morale	5.3	44.7	28.9	7.9	13.2	38
h. Facilitates remediation in basic skills	2.6	21.1	42.1	18.4	15.8	38
i. Develops students' decision making skills	26.3	50.0	10.5	2.6	10.5	38
j. Provides for greater flexibility in course offering	39.5	42.1	5.3	0.0	13.2	38
k. Decreases one-to-one teacher-student contact time	21.1	15.8	42.1	10.5	10.5	38

TABLE 39 (Con't.)

Group(s) - The use of modular scheduling at CW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Professional Staff (Overall)						
a. Improves student-teacher relations	3.1	39.1	34.4	10.9	12.5	64
b. Decreases individual student-teacher contact time	15.6	31.3	39.1	4.7	9.4	64
c. Improves overall student achievement	6.3	7.8	51.6	21.9	12.5	64
d. Is supported by the community	1.6	37.5	32.8	12.5	15.6	64
e. Increases discipline problems	15.6	56.3	14.1	4.7	9.4	64
f. Reduces student interest in learning	14.1	32.8	32.8	9.4	10.9	64
g. Improves student morale	9.4	35.9	37.5	6.3	10.9	64
h. Facilitates remediation in basic skills	3.1	29.7	43.8	12.5	10.9	64
i. Develops students' decision making skills	21.9	48.4	18.8	3.1	7.8	64
j. Provides for greater flexibility in course offering	34.4	48.4	7.8	0.0	9.4	64
k. Decreases one-to-one teacher-student contact time	18.8	23.4	40.6	7.8	9.4	64

[a] N = number of feeder school administrators, counselors and teachers

TABLE 40

FEEDER SCHOOLS-NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Students (Washington Jr. High)						
a. Improves student-teacher relations	20.0	50.0	15.0	15.0	0.0	20
b. Decreases individual student-teacher contact time	15.0	35.0	40.0	10.0	0.0	20
c. Improves overall student achievement	25.0	45.0	10.0	20.0	0.0	20
d. Is supported by the community	15.0	25.0	55.0	5.0	0.0	20
e. Increases discipline problems	30.0	15.0	30.0	25.0	0.0	20
f. Reduces student interest in learning	15.0	20.0	30.0	35.0	0.0	20
g. Improves student morale	50.0	25.0	25.0	0.0	0.0	20
h. Facilitates remediation in basic skills	10.0	50.0	25.0	10.0	5.0	20
i. Develops students' decision making skills	55.0	35.0	5.0	5.0	0.0	20
j. Provides for greater flexibility in course offering	75.0	20.0	5.0	0.0	0.0	20
k. Decreases one-to-one teacher-student contact time	10.0	50.0	35.0	5.0	0.0	20

TABLE 40 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Students (Spring Hill Jr. High)						
a. Improves student-teacher relations	20.0	40.0	40.0	0.0	0.0	5
b. Decreases individual student-teacher contact time	0.0	20.0	60.0	20.0	0.0	5
c. Improves overall student achievement	20.0	40.0	40.0	0.0	0.0	5
d. Is supported by the community	0.0	60.0	40.0	0.0	0.0	5
e. Increases discipline problems	20.0	0.0	40.0	40.0	0.0	5
f. Reduces student interest in learning	0.0	20.0	40.0	40.0	0.0	5
g. Improves student morale	40.0	40.0	20.0	0.0	0.0	5
h. Facilitates remediation in basic skills	0.0	80.0	0.0	0.0	20.0	5
i. Develops students' decision making skills	40.0	60.0	0.0	0.0	0.0	5
j. Provides for greater flexibility in course offering	40.0	60.0	0.0	0.0	0.0	5
k. Decreases one-to-one teacher-student contact time	0.0	40.0	60.0	0.0	0.0	5

TABLE 40 (Con't.)

Group(s) - The use of modular scheduling at GW:	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Students (John Adams Jr. High)						
a. Improves student-teacher relations	32.9	41.8	22.8	2.5	0.0	79
b. Decreases individual student-teacher contact time	17.7	30.4	31.6	20.3	0.0	79
c. Improves overall student achievement	43.0	39.2	10.1	7.6	0.0	79
d. Is supported by the community	31.6	40.5	20.3	7.6	0.0	79
e. Increases discipline problems	13.9	32.9	25.3	27.8	0.0	79
f. Reduces student interest in learning	10.1	12.7	29.1	46.8	1.3	79
g. Improves student morale	49.4	36.7	10.1	2.5	1.3	79
h. Facilitates remediation in basic skills	15.2	62.0	19.0	0.0	3.8	79
i. Develops students' decision making skills	62.0	26.6	10.1	1.3	0.0	79
j. Provides for greater flexibility in course offering	73.4	19.0	7.6	0.0	0.0	79
k. Decreases one-to-one teacher-student contact time	19.0	22.8	30.4	25.3	2.5	79

TABLE 40 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Students (Overall)						
a. Improves student-teacher relations	29.8	43.3	22.1	4.8	0.0	104
b. Decreases individual student-teacher contact time	16.3	30.8	34.6	18.3	0.0	104
c. Improves overall student achievement	38.5	40.4	11.5	9.6	0.0	104
d. Is supported by the community	26.9	38.5	27.9	6.7	0.0	104
e. Increases discipline problems	17.3	27.9	26.9	27.9	0.0	104
f. Reduces student interest in learning	10.6	14.4	29.8	44.2	1.0	104
g. Improves student morale	49.0	34.6	13.5	1.9	1.0	104
h. Facilitates remediation in basic skills	13.5	60.6	19.2	1.9	4.8	104
i. Develops students' decision making skills	59.6	29.8	8.7	1.9	0.0	104
j. Provides for greater flexibility in course offering	72.1	21.2	6.7	0.0	0.0	104
k. Decreases one-to-one teacher-student contact time	16.3	28.8	32.7	20.2	1.9	104

[a] N = number of feeder school, ninth grade students

TABLE 41

FEEDER SCHOOLS - PARENTS OF NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE USE OF MODULAR SCHEDULING AT GEORGE WASHINGTON

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Parents (Washington Jr. High)						
a. Improves student-teacher relations	0.0	0.0	0.0	100.0	0.0	3
b. Decreases individual student-teacher contact time	100.0	0.0	0.0	0.0	0.0	3
c. Improves overall student achievement	0.0	0.0	0.0	100.0	0.0	3
d. Is supported by the community	0.0	0.0	0.0	100.0	0.0	3
e. Increases discipline problems	66.7	0.0	0.0	33.3	0.0	3
f. Reduces student interest in learning	33.3	33.3	0.0	33.3	0.0	3
g. Improves student morale	0.0	0.0	0.0	100.0	0.0	3
h. Facilitates remediation in basic skills	0.0	0.0	33.3	66.7	0.0	3
i. Develops students' decision making skills	0.0	66.7	0.0	33.3	0.0	3
j. Provides for greater flexibility in course offering	33.3	33.3	0.0	33.3	0.0	3
k. Decreases one-to-one teacher-student contact time	100.00	0.0	0.0	0.0	0.0	3

TABLE 41 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder Schools - Parents (John Adams Jr. High)						
a. Improves student-teacher relations	20.0	36.0	12.0	28.0	4.0	25
b. Decreases individual student-teacher contact time	20.0	12.0	36.0	28.0	4.0	25
c. Improves overall student achievement	24.0	20.0	24.0	28.0	4.0	25
d. Is supported by the community	8.0	28.0	36.0	24.0	4.0	25
e. Increases discipline problems	44.0	28.0	12.0	12.0	4.0	25
f. Reduces student interest in learning	16.0	20.0	28.0	32.0	4.0	25
g. Improves student morale	28.0	32.0	20.0	16.0	4.0	25
h. Facilitates remediation in basic skills	12.0	28.0	24.0	32.0	4.0	25
i. Develops students' decision making skills	36.0	28.0	20.0	12.0	4.0	25
j. Provides for greater flexibility in course offering	48.0	28.0	8.0	8.0	8.0	25
k. Decreases one-to-one teacher-student contact time	24.0	20.0	20.0	28.0	8.0	25

TABLE 41 (Con't.)

Group(s) - The use of modular scheduling at GW:	% of Response Agree	 Probably Agree	 Probably Disagree	 Disagree	 Omit	N^a
Feeder Schools - Parents (Overall)						
a. Improves student-teacher relations	17.9	32.1	10.7	35.7	3.6	28
b. Decreases individual student-teacher contact time	28.6	10.7	32.1	25.0	3.6	28
c. Improves overall student achievement	21.4	17.9	21.4	35.7	3.6	28
d. Is supported by the community	7.1	25.0	32.1	32.1	3.6	28
e. Increases discipline problems	46.4	25.0	10.7	14.3	3.6	28
f. Reduces student interest in learning	17.9	21.4	25.0	32.1	3.6	28
g. Improves student morale	25.0	28.6	17.9	25.0	3.6	28
h. Facilitates remediation in basic skills	10.7	25.0	25.0	35.7	3.6	28
i. Develops students' decision making skills	32.1	32.1	17.9	14.3	3.6	28
j. Provides for greater flexibility in course offering	46.4	28.6	7.1	10.7	7.1	28
k. Decreases one-to-one teacher-student contact time	32.1	17.9	17.9	25.0	7.1	28

[a] N = number of parents of ninth grade, feeder school students. Zero return rate was obtained for Spring Hill parents.

The results listed in Tables 35-41 will be discussed under subquestion #1. As previously noted, the subquestion addresses attitude differences among groups. Item components b and k (Tables 35-41) are essentially the same. The component was repeated as an indicator of the quality of the data. If differences in the response percentages were large, confidence in the quality of the data would be diminished. Fortunately, b and k response percentages were similar for each group.

The second survey item, which is presented in response to Evaluation Question #10, concerns the efficacy of modular scheduling for students at different academic ability levels. The results of the second survey item are presented in Tables 42-48.

TABLE 42

GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND COUNSELORS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Administrators and Counselors						
a. Below average academic ability	50.0	50.0	0.0	0.0	0.0	6
b. Average academic ability	100.0	0.0	0.0	0.0	0.0	6
c. Above average academic ability	100.0	0.0	0.0	0.0	0.0	6

[a] N = number of administrators and counselors

TABLE 43

GEORGE WASHINGTON SENIOR HIGH SCHOOL TEACHERS (OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group (s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Teachers (Overall)						
a. Below average academic ability	30.8	23.1	30.8	11.5	3.8	52
b. Average academic ability	63.5	32.7	3.8	0.0	0.0	52
c. Above average academic ability	94.2	3.8	1.9	0.0	0.0	52

[a] N = number of teachers

TABLE 44

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Students (Sophomores)						
a. Below average academic ability	43.1	42.2	12.8	0.9	0.9	109
b. Average academic ability	59.6	34.9	2.8	0.9	1.8	109
c. Above average academic ability	77.1	19.3	1.8	0.9	0.9	109

TABLE 44 (Con't.)

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Students (Juniors)						
a. Below average academic ability	26.7	34.4	24.4	14.4	0.0	90
b. Average academic ability	54.4	37.8	3.3	4.4	0.0	90
c. Above average academic ability	82.2	14.4	2.2	1.1	0.0	90
GW Students (Seniors)						
a. Below average academic ability	22.8	36.6	24.7	14.9	1.0	101
b. Average academic ability	58.4	31.7	6.9	2.0	1.0	101
c. Above average academic ability	86.1	10.9	2.0	1.0	0.0	101
GW Students (Overall)						
a. Below average academic ability	31.3	38.0	20.3	9.7	0.7	300
b. Average academic ability	57.7	34.7	4.3	2.3	1.0	300
C. Above average academic ability	81.7	15.0	2.0	1.0	0.3	300

[a] N = number of students

TABLE 45

PARENTS OF GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Parents of GW Students						
a. Below average academic ability	14.9	10.9	22.3	50.4	1.7	121
b. Average academic ability	31.4	28.9	26.4	11.6	1.7	121
c. Above average academic ability	82.6	8.3	5.0	2.5	1.7	121

[a] N = number of parents

TABLE 46

FEEDER SCHOOL-PROFESSIONAL STAFF (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder School - Professional Staff (Washington Jr. High)						
a. Below average academic ability	0.0	0.0	41.7	58.3	0.0	12
b. Average academic ability	0.0	33.3	58.3	8.3	0.0	12
c. Above average academic ability	33.3	50.0	8.3	8.3	0.0	12

TABLE 46 (Con't.)

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Professional Staff (Spring Hill Jr. High)						
a. Below average academic ability	7.1	0.0	28.6	50.0	14.3	14
b. Average academic ability	7.1	14.3	71.4	0.0	7.1	14
c. Above average academic ability	50.0	35.7	7.1	0.0	7.1	14
Professional Staff (John Adams Jr. High)						
a. Below average academic ability	0.0	5.3	23.7	57.9	13.2	38
b. Average academic ability	5.3	42.1	26.3	13.2	13.2	38
c. Above average academic ability	60.5	23.7	2.6	0.0	13.2	38
Professional Staff (Overall)						
a. Below average academic ability	1.6	3.1	28.1	57.8	9.4	64
b. Average academic ability	4.7	34.4	42.2	9.4	9.4	64
c. Above average academic ability	53.1	31.3	4.7	1.6	9.4	64

[a] N = number of feeder school administrators, counselors, and teachers

TABLE 47

FEEDER SCHOOL NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Feeder School - Students (Washington Jr. High)						
a. Below average academic ability	20.0	35.0	25.0	20.0	0.0	20
b. Average academic ability	15.0	60.0	20.0	5.0	0.0	20
c. Above average academic ability	35.0	35.0	20.0	10.0	0.0	20
Students (Spring Hill Jr. High)						
a. Below average academic ability	20.0	60.0	20.0	0.0	0.0	5
b. Average academic ability	60.0	40.0	0.0	0.0	0.0	5
c. Above average academic ability	60.0	40.0	0.0	0.0	0.0	5
Students (John Adams Jr. High)						
a. Below average academic ability	29.1	27.8	24.1	17.7	1.3	79
b. Average academic ability	36.7	53.2	7.6	1.3	1.3	79
c. Above average academic ability	60.8	29.1	5.1	3.8	1.3	79

TABLE 47 (Con't.)

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N^a
Students (Overall)						
a. Below average academic ability	26.9	30.8	24.0	17.3	1.0	104
b. Average academic ability	33.7	53.8	9.6	1.9	1.0	104
c. Above average academic ability	55.8	30.8	7.7	4.8	1.0	104

[a] N = number of feeder school, ninth grade students

TABLE 48

FEEDER SCHOOLS - PARENTS OF NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF MODULAR SCHEDULING BY ACADEMIC ABILITY LEVEL

Group(s) - Modular scheduling is beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder School - Parents (Washington Jr. High)						
a. Below average academic ability	0.0	0.0	0.0	100.0	0.0	3
b. Average academic ability	0.0	0.0	66.7	33.3	0.0	3
c. Above average academic ability	33.3	33.3	0.0	33.3	0.0	3
Parents (John Adams Jr. High)						
a. Below average academic ability	8.0	8.0	20.0	56.0	8.0	25
b. Average academic ability	8.0	36.0	32.0	20.0	4.0	25
c. Above average academic ability	52.0	32.0	4.0	8.0	4.0	25
Parents (Overall)						
a. Below average academic ability	7.1	7.1	17.9	60.7	7.1	28
b. Average academic ability	7.1	32.1	35.7	21.4	3.6	28
c. Above average academic ability	50.0	32.1	3.6	10.7	3.6	28

[a] N = number of parents of ninth grade, feeder school students. Zero return rate was obtained for Spring Hill parents.

The results presented in Tables 42-48 will be discussed under subquestion #1. In addition to comparisons of attitudes among groups, Tables 42-48 findings will be compared with findings generated by the third survey item. The third survey item, which is presented in regard to Evaluation Question #10, concerns the efficacy of educational opportunities in Kanawha County for students at different academic ability levels. The results of the third survey item are presented in Tables 49-55.

TABLE 49

GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND COUNSELORS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Administrators and Counselors						
a. Below average academic ability	33.3	50.0	16.7	0.0	0.0	6
b. Average academic ability	50.0	50.0	0.0	0.0	0.0	6
c. Above average academic ability	50.0	50.0	0.0	0.0	0.0	6

[a] N = number of administrators and counselors

TABLE 50

GEORGE WASHINGTON SENIOR HIGH SCHOOL TEACHERS (OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Teachers (Overall)						
a. Below average academic ability	36.5	42.3	13.5	5.8	1.9	52
b. Average academic ability	48.1	44.2	5.8	0.0	1.9	52
c. Above average academic ability	61.5	26.9	7.7	1.9	1.9	52

[a] N = number of teachers

TABLE 51

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Students (Sophomores)						
a. Below average academic ability	39.5	41.3	19.3	0.0	0.0	109
b. Average academic ability	59.6	33.3	6.4	0.0	0.9	109
c. Above average academic ability	65.1	24.8	10.1	0.0	0.0	109
GW Students (Juniors)						
a. Below average academic ability	37.8	40.0	15.5	5.5	1.1	90
b. Average academic ability	55.5	38.9	3.3	1.1	1.1	90
c. Above average academic ability	68.9	23.3	4.4	2.2	1.1	90
GW Students (Seniors)						
a. Below average academic ability	34.6	38.6	17.8	6.9	2.0	101
b. Average academic ability	55.4	35.6	4.9	2.0	2.0	101
c. Above average academic ability	62.4	23.8	7.9	4.0	2.0	101

TABLE 51 (Con't.)

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
GW Students (Overall)						
a. Below average academic ability	37.3	40.0	17.7	4.0	1.0	300
b. Average academic ability	57.0	35.7	5.0	1.0	1.3	300
c. Above average academic ability	65.3	24.0	7.7	2.0	1.0	300

[a]N = number of students

TABLE 52

PARENTS OF GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Parents of GW Students						
a. Below average academic ability	22.3	31.4	17.4	26.4	2.5	121
b. Average academic ability	38.8	41.3	7.4	9.9	2.5	121
c. Above average academic ability	52.1	29.8	6.6	9.1	2.5	121

[a]N = number of parents

TABLE 53

FEEDER SCHOOLS - PROFESSIONAL STAFF (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Professional Staff (Washington Jr. High)						
a. Below average academic ability	16.7	50.0	16.7	16.7	0.0	12
b. Average academic ability	33.3	41.7	25.0	0.0	0.0	12
c. Above average academic ability	50.0	25.0	25.0	0.0	0.0	12
Professional Staff (Spring Hill Jr. High)						
a. Below average academic ability	7.1	35.7	21.4	28.6	7.1	14
b. Average academic ability	21.4	50.0	21.4	0.0	7.1	14
c. Above average academic ability	35.7	50.0	7.1	0.0	7.1	14
Professional Staff (John Adams Jr. High)						
a. Below average academic ability	5.3	34.2	31.6	23.7	5.3	38
b. Average academic ability	23.7	52.6	13.2	5.3	5.3	38
c. Above average academic ability	34.2	52.6	5.3	2.6	5.3	38

TABLE 53 (Con't.)

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Professional Staff (Overall)						
a. Below average academic ability	7.8	37.5	26.6	23.4	4.7	64
b. Average academic ability	25.0	50.0	17.2	3.1	4.7	64
c. Above average academic ability	37.5	46.9	9.4	1.6	4.7	64

[a] N = number of feeder school administrators, counselors and teachers

TABLE 54

FEEDER SCHOOLS - NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Students (Washington Jr. High)						
a. Below average academic ability	40.0	25.0	25.0	5.0	5.0	20
b. Average academic ability	35.0	55.0	10.0	0.0	0.0	20
c. Above average academic ability	65.0	20.0	10.0	5.0	0.0	20
Students (Spring Hill Jr. High)						
a. Below average academic ability	40.0	60.0	0.0	0.0	0.0	5
b. Average academic ability	40.0	60.0	0.0	0.0	0.0	5
c. Above average academic ability	60.0	40.0	0.0	0.0	0.0	5
Students (John Adams Jr. High)						
a. Below average academic ability	29.1	40.5	22.8	5.1	2.5	79
b. Average academic ability	38.0	53.2	2.5	3.8	2.5	79
c. Above average academic ability	46.8	39.2	6.3	6.3	1.3	79

TABLE 54 (Con't.)

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Students (Overall)						
a. Below average academic ability	31.7	38.5	22.1	4.8	2.9	104
b. Average academic ability	37.5	53.8	3.8	2.9	1.9	104
c. Above average academic ability	51.0	35.6	6.7	5.8	1.0	104

[a] N = number of feeder school, ninth grade students

TABLE 55

FEEDER SCHOOLS - PARENTS OF NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF EDUCATIONAL OPPORTUNITIES IN KANAWHA COUNTY BY ACADEMIC ABILITY LEVEL

Group(s) - Educational opportunities in Kanawha County are beneficial for students with:	% of Response					
	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Feeder Schools - Parents (Washington Jr. High)						
a. Below average academic ability	33.3	66.7	0.0	0.0	0.0	3
b. Average academic ability	33.3	66.7	0.0	0.0	0.0	3
c. Above average academic ability	66.7	33.3	0.0	0.0	0.0	3
Parents (John Adams Jr. High)						
a. Below average academic ability	20.0	40.0	20.0	16.0	4.0	25
b. Average academic ability	32.0	40.0	16.0	8.0	4.0	25
c. Above average academic ability	40.0	40.0	12.0	4.0	4.0	25
Parents (Overall)						
a. Below average academic ability	21.4	42.9	17.9	14.3	3.6	28
b. Average academic ability	32.1	42.9	14.3	7.1	3.6	28
c. Above average academic ability	42.9	39.3	10.7	3.6	3.6	28

[a] N = number of parents of ninth grade, feeder school students. Zero return rate was obtained for Spring Hill parents.

Subquestion #1: Do attitudes toward modular scheduling differ across groups? Two of three survey items on each of nine instruments address the use of modular scheduling. The third item, which is parallel to the second item, concerns the efficacy of educational opportunities in Kanawha County for students at different academic ability levels. The third item was included to provide a basis for comparison for the second item. Since the amount of data generated by the three items is large (Tables 35-55), only rather general comparisons can be discussed. The reader is invited to make additional comparisons through the inspection of the appropriate tables.

Eleven possible advantages or disadvantages of using modular scheduling at GW were included in the first survey item (Tables 35-41). Members of nine groups were asked to react (agree to disagree) to each of eleven statements. For the purposes of this analysis, the agree and probably agree responses for possible advantages and the disagree and probably disagree responses for possible disadvantages are considered positive responses. When the percentage of positive responses drops below 50, the attitude of the respondent group toward the statement(s) is considered negative. The majority of the members in all respondent groups noted that the use of modular scheduling at GW: (1) provides for greater flexibility in course offering (i.e., statement j) and (2) develops students' decision making skills (i.e., statement i). Typically, the highest percentage of positive responses by group was obtained for these two statements.

The majority (at least 60%) of the responding GW administrators/counselors, teachers and students provided positive responses for all eleven statements. Statements receiving higher percentages of positive responses include: (1) improves student morale (at least 88%); (2) improves overall student achievement (at least 88%) and (3) improves student-teacher relations (at least 83%). The lowest percentage of positive response (at least 58%) was noted for e (increases discipline problems). At least 71% of the respondents indicated that modular scheduling is supported by the community. Teachers and seniors provided higher percentages of positive responses than administrators/counselors and sophomores in regard to statement k (decreases one-to-one teacher-student contact time). Otherwise, the response patterns for the GW staff and students are quite similar.

The majority (greater than 50%) of parents of GW students provided positive responses for ten of the eleven statements. Statements receiving the higher percentages of positive responses include: (1) reduces student interest in learning (67%); (2) improves student morale (65%) and (3) improves student-teacher relations (59%). The lowest percentage of positive response (41%) was in regard to e (increases discipline problems). In addition, statement h (facilitates remediation in basic skills) received a relatively low percentage (50.4%) of positive responses. Perhaps, methods of remediation, which are possible due to modular scheduling, should be documented and communicated to parents. The pattern of positive responses for parents of GW students is fairly similar to the patterns of GW staff members and students. Typically, the percentages of positive responses for the statements are a little lower for parents of GW students.

Overall, the responding feeder school professional staff members provided less than 50% positive response for nine of the eleven statements. The two statements, which received greater than 50% positive response, were i (decision making) and j (flexibility in course offering). Relatively high percentages of positive responses were noted for: (1) decreases one-to-one teacher-student contact time (48%) and (2) improves student morale (45%). Statements receiving lower percentages of positive responses include: (1) improves overall student achievement (14%) and (2) increases discipline problems (19%). Washington staff members provided higher percentages of positive responses (50%) than Spring Hill (21%) and John Adams (47%) staff members in regard to statement f (reduces student interest in learning). Spring Hill and John Adams staff members provided higher percentages of positive responses (50% and 47%, respectively) than Washington (17%) staff members in regard to statement a (improves student-teacher relations). The same pattern was noted for decreases one-to-one teacher-student contact time (i.e., Spring Hill 50%, John Adams 53% and Washington 33%). About half of the John Adams staff members provided positive responses for statement g (improves student morale). Lower percentages were noted for other feeder school staff members. The most dramatic difference between the responses of the feeder school staff members and the GW staff, students and parents is in regard to statement c (improves overall student achievement). The percentage of positive responses was much lower among feeder school personnel.

Overall feeder schools, the majority of responding ninth grade students provided positive responses for all eleven statements. Taken by feeder school, this finding is accurate for both Spring Hill and John Adams. About 40% of the responding Washington students provided positive responses for statements d (is supported by the community) and k (decreases one-to-one teacher-student contact time). Sample size constraints preclude serious consideration of comparisons among feeder school students. As a group, the responses for feeder school students are more similar to that of the GW staff, students and parents than the responses obtained for the feeder school professional staff members. For example, 79% of the students provided a positive response for c (improves overall student achievement). About 14% of the feeder school staff members provided positive responses.

Overall feeder schools, the majority of responding parents of ninth grade students noted positive responses for six of the eleven statements. The reader should note that a zero return rate was obtained for the 6 selected parents of Spring Hill students. Only a 14% return rate was obtained for parents of Washington students. The 14% return rate provides little support for the representativeness of the responses. That is, the attitudes of the responding Washington parents probably do not adequately reflect the attitudes of all parents of Washington ninth grade students. The John Adams return rate was 28%. Hence, the reader should have a little more confidence in the John Adams findings. Among John Adams parents, statements receiving the higher percentages of positive responses include: (1) decreases individual student-teacher contact time (64%); (2) reduces interest in learning (60%) and (3) improves student morale (60%). Lower percentages (24% and 36%, respectively) of positive responses occurred at e (increases discipline problems) and d (is supported by the community).

Students, GW staff and parents expressed more consistently positive responses than feeder school staff members and parents. All groups seemed to feel that modular scheduling at GW: (1) provides for greater flexibility in course offering and (2) develops students' decision-making skills. Community support and discipline were areas which typically received the lower percentages of positive responses. Of the seven analysis groups, three provided less than 50% positive response for statement e (increases discipline problems). Two groups noted less than 50% positive response for statement d (is supported by the community).

The second survey item concerns the benefit of modular scheduling for students of three academic ability levels (below average, average and above average). The results were presented in Tables 42-48. The third item concerns the benefit of educational opportunities in Kanawha County for students by academic ability level. Tables 49-55 summarizes the item findings. Comparisons can be made among groups within each item and among groups between the items. In regard to these items, a positive response is defined as the percentage of respondents that agree or probably agree.

In regard to the benefit of modular scheduling, GW administrators and counselors noted 100% positive responses for each academic ability level. However, the most frequent pattern of response was: (1) the highest percentages of positive responses noted for c (above average academic ability); (2) the second highest percentages obtained at b (average academic ability) and (3) the lowest percentages noted at a (below average academic ability). This pattern was obtained from GW teachers, GW students (at each grade level and overall), feeder school professional staff members (at each school and overall), and parents of ninth grade feeder school students (John Adams and overall). Overall, the ninth grade feeder school students noted a slightly higher percentage of positive responses for b (average academic ability) than c (above average academic ability). As with the other groups, the lowest percentages were provided for a (below average academic ability).

The majority of the GW administrators, counselors, teachers, students, and ninth grade feeder school students provided positive responses in regard to each academic ability level. Parents of GW students provided higher percentages of positive responses for above average (91%) and average academic ability (60%) than for below average academic ability (26%). The majority (at least 67%) of feeder school professional staff members and parents of ninth grade students noted positive responses for students of above average academic ability, but not for average and below average academic ability students. These two groups also showed less positive attitudes toward possible advantages and disadvantages of modular scheduling.

In regard to educational opportunities in Kanawha County, the lowest percentages of positive responses were noted for a (below average academic ability students). The highest percentages of positive responses were noted for b (average academic ability) with the following groups: (1) GW teachers; (2) GW students (at each grade level and overall) and (3) ninth grade feeder school students. The highest percentages of positive responses were noted for c (above average academic ability) with the following groups: (1) parents of GW students; (2) feeder school professional staff members and (3) parents of ninth grade feeder school students. A higher percentage of GW administrators/counselors noted that educational opportunities are beneficial for students with above average (100%) and average (100%) academic ability than for below average academic ability students (83%). This is also considered the overall pattern of responses.

Less than 50% positive responses were noted for below average academic ability students among Spring Hill and John Adams professional staff members and parents of Washington Junior High ninth grade students. It appears that modular scheduling and educational opportunities in Kanawha County are perceived by professional educators, students and parents as being more beneficial for average and above average students than for below average students. Perhaps, both county and GW decision-makers should document and communicate efforts to improve achievement among below average academic ability students. For example, Evaluation Question #5, subquestion #1 revealed that 33% of the methods/strategies/special programs at GW are considered most beneficial for low achieving students. Additionally, Evaluation Question #3, subquestions #1 and 2 suggest that there are no differences in the percentages of high and low achievers that improve or stay the same relative to the national norm.

Evaluation Question #11: What methods do administrators, counselors, teachers, students, and parents consider effective and recommend to facilitate the transition from traditional to modular scheduling? The focus of the two subquestions is on methods to motivate students to make wise use of unstructured time and the identification of preferred student uses of unstructured time. Similarities and differences between preferred (subquestion #2) and actual (Evaluation Question #8) uses of unstructured time will be briefly discussed under subquestion #2. The primary sources of data for the two subquestions were two items on each of four survey instruments: (1) GW administrators (Form A, items 12-13); (2) GW teachers (Form C, items 13-14); (3) GW students (Form D, items 17-18); and (4) parents of GW students (Form E, items 7-8). Teacher responses by department for item 13 (i.e., subquestion #2) are available upon request. Responses for other subgroups will be presented in the text.

The main question is also addressed by survey item: (1) GW administrator (Form A, item 11); (2) GW counselors (Form B, item 8); (3) GW teachers (Form C, item 15); (4) GW students (Form D, item 10); (5) parents of GW students (Form E, item 6); (6) administrators and counselors of GW feeder schools (Form F, item 6); (7) teachers of GW feeder schools (Form G, item 6); (8) students of GW feeder schools (Form H, item 1); and (9) parents of GW feeder school students (Form I, item 6). Teacher responses (item 15) by department are available upon request. Main question responses for other subgroups will be presented in the text. Responses for GW administrators and counselors will be presented together to protect the anonymity of the respondent. Data for feeder school administrators, counselors and teachers are also grouped. This survey item lists 12 methods or activities that are currently employed to facilitate the transition from the traditionally scheduled junior high schools to GW. First, the respondents were asked to rate the effectiveness (very effective to ineffective) of each method/activity in making the transition easier. Secondly, the respondents were asked to note the degree to which they recommend (strongly recommend to do not recommend) continuing each method/activity. The findings of the main question primarily serve planning decisions. That is, the results can help the GW decision-makers determine which methods/activities should be continued without change, continued with some modification or terminated. Differences in the perceived effectiveness among groups can also be ascertained. The survey item results are presented in Tables 56-62. The results will be discussed following Table 62.

TABLE 56

GEORGE WASHINGTON SENIOR HIGH SCHOOL ADMINISTRATORS AND COUNSELORS: PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

	% of Response											
	Key #1						Key #2					
Methods[a]	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
a.	83.3	16.7	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	6
b.	66.7	16.7	0.0	0.0	16.7	0.0	66.7	16.7	0.0	16.7	0.0	6
c.	83.3	16.7	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	6
d.	33.3	50.0	16.7	0.0	0.0	0.0	83.3	0.0	16.7	0.0	0.0	6
e.	66.7	16.7	0.0	0.0	16.7	0.0	83.3	16.7	0.0	0.0	0.0	6
f.	66.7	33.3	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	0.0	6
g.	50.0	33.3	16.7	0.0	0.0	0.0	33.3	66.7	0.0	0.0	0.0	6
h.	83.3	16.7	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	0.0	6
i.	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	6
j.	83.3	16.7	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	0.0	6
k.	83.3	16.7	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	0.0	6
l.	50.0	16.7	16.7	0.0	0.0	16.7	66.7	16.7	0.0	0.0	16.7	6

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of administrators and counselors

TABLE 57

GEORGE WASHINGTON SENIOR HIGH SCHOOL TEACHERS (OVERALL): PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

	% of Response											
	Key #1						Key #2					
Methods[a]	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
a.	40.4	50.0	5.8	0.0	0.0	3.8	50.0	40.4	0.0	0.0	9.6	52
b.	38.5	46.2	13.5	0.0	0.0	1.9	42.3	42.3	5.8	0.0	9.6	52
c.	40.4	42.3	13.5	0.0	0.0	3.8	38.5	42.3	9.6	0.0	9.6	52
d.	40.4	38.5	15.4	0.0	0.0	5.8	46.2	26.9	13.5	1.9	11.5	52
e.	48.1	36.5	9.6	0.0	1.9	3.8	46.2	34.6	7.7	0.0	11.5	52
f.	57.7	32.7	1.9	0.0	1.9	5.8	61.5	25.0	1.9	1.9	9.6	52
g.	57.7	34.6	3.8	0.0	0.0	3.8	57.7	30.8	1.9	0.0	9.6	52
h.	53.8	32.7	3.8	1.9	3.8	3.8	50.0	32.7	3.8	3.8	9.6	52
i.	50.0	28.8	13.5	1.9	1.9	3.8	48.1	30.8	7.7	3.8	9.6	52
j.	50.0	28.8	5.8	1.9	7.7	5.8	46.2	32.7	3.8	5.8	11.5	52
k.	48.1	36.5	7.7	1.9	1.9	3.8	46.2	36.5	7.7	1.9	7.7	52
l.	36.5	36.5	7.7	1.9	11.5	5.8	38.5	32.7	5.8	13.5	9.6	52

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of teachers

TABLE 58

GEORGE WASHINGTON SENIOR HIGH STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

Groups Methods[a]	% of Response											
	Key #1						Key #2					
	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
Sophomore												
a.	37.6	39.4	6.4	3.7	11.0	1.8	42.2	34.9	8.3	8.3	6.4	109
b.	46.8	37.6	11.0	0.9	1.8	1.8	52.3	30.3	7.3	5.5	4.6	109
c.	51.4	33.0	10.1	1.8	2.8	0.9	53.2	30.3	10.1	2.7	3.7	109
d.	38.5	42.2	10.1	1.8	6.4	0.9	40.4	37.6	10.1	7.3	4.6	109
e.	19.3	35.8	33.0	3.7	7.3	0.9	16.3	34.9	33.9	10.1	4.6	109
f.	17.4	37.6	22.0	5.5	16.5	0.9	20.2	39.4	22.0	10.1	8.3	109
g.	33.9	39.4	10.1	2.8	12.8	0.9	37.6	37.6	9.2	7.3	8.3	109
h.	19.3	48.6	19.3	5.5	5.5	1.8	19.3	45.9	26.6	5.5	2.7	109
i.	29.4	34.9	23.9	7.3	2.8	1.8	26.6	44.0	23.9	2.7	2.7	109
j.	19.3	31.2	23.9	2.8	21.1	1.8	15.6	35.8	17.4	21.1	10.1	109
k.	33.0	30.3	15.6	7.3	11.9	1.8	33.0	33.0	19.3	8.3	6.4	109
l.	19.3	39.4	11.9	1.8	17.4	10.1	19.3	39.4	11.9	11.9	17.4	109
Junior												
a.	35.6	41.1	6.7	4.4	8.9	3.3	50.0	26.7	5.6	13.3	4.4	90
b.	43.3	38.9	8.9	1.1	6.7	1.1	54.4	28.9	8.9	4.4	3.3	90
c.	42.2	43.3	8.9	0.0	3.3	2.2	51.1	40.0	3.3	1.1	4.4	90
d.	43.3	38.9	10.0	0.0	5.6	2.2	46.7	37.8	7.8	5.6	2.2	90
e.	12.2	31.1	37.8	6.7	11.1	1.1	13.3	32.2	37.8	14.4	2.2	90
f.	20.2	32.2	25.6	4.4	15.6	2.2	22.2	32.2	26.7	15.6	3.3	90
g.	35.6	32.2	13.3	5.6	12.2	1.1	34.4	36.7	13.3	12.2	3.3	90
h.	22.2	32.2	26.7	8.9	7.8	2.2	26.7	33.3	28.9	6.7	4.4	90
i.	23.3	47.8	14.4	10.0	1.1	3.3	26.7	52.2	17.8	2.2	1.1	90
j.	17.8	28.9	17.8	10.0	24.4	1.1	22.2	25.6	22.2	22.2	7.8	90
k.	22.2	36.7	21.1	7.8	10.0	2.2	21.1	43.3	20.0	13.3	2.2	90
l.	26.7	23.3	7.8	4.4	17.8	20.0	27.8	17.8	12.2	22.2	20.0	90

TABLE 58 (Con't.)

Groups Methods[a]	% of Response											
			Key #1						Key #2			
	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
Senior												
a.	34.7	49.5	5.9	3.0	2.0	5.0	44.5	42.6	6.9	4.9	1.0	101
b.	42.6	33.7	10.9	5.0	4.0	4.0	46.5	35.6	11.9	2.0	4.0	101
c.	40.6	43.6	4.0	3.0	5.9	3.0	50.5	36.6	2.0	4.9	5.9	101
d.	39.6	37.6	9.9	5.0	6.9	1.0	44.5	33.7	10.9	1.0	9.9	101
e.	12.9	32.7	25.7	12.9	13.9	2.0	13.9	29.7	38.6	6.9	10.9	101
f.	20.8	28.7	17.8	13.9	16.8	2.0	31.7	24.7	17.8	14.8	10.9	101
g.	40.6	37.6	11.9	4.0	3.0	3.0	46.5	29.7	13.9	4.0	5.9	101
h.	26.7	42.6	9.9	8.9	9.9	2.0	36.6	30.7	19.8	6.9	5.9	101
i.	28.7	39.6	19.8	6.9	4.0	1.0	32.7	38.6	17.8	4.9	5.9	101
j.	17.8	35.6	12.9	8.9	18.8	5.9	22.8	36.6	16.8	12.9	10.9	101
k.	25.7	30.7	12.9	12.9	11.9	5.9	24.7	36.6	20.8	11.9	5.9	101
l.	24.8	22.8	12.9	7.9	13.9	17.8	25.7	26.7	12.9	9.9	24.7	101
Overall												
a.	36.0	43.3	6.3	3.7	7.3	3.3	45.3	35.0	7.0	8.7	4.0	300
b.	44.3	36.7	10.3	2.3	4.0	2.3	51.0	31.7	9.3	4.0	4.0	300
c.	45.0	39.7	7.7	1.7	4.0	2.0	51.7	35.3	5.3	3.0	4.3	300
d.	40.3	39.7	10.0	2.3	6.3	1.3	43.7	36.3	9.7	4.7	5.7	300
e.	15.0	33.3	32.0	7.7	10.7	1.3	14.7	32.3	36.7	10.3	6.0	300
f.	19.3	33.0	21.7	8.0	16.3	1.7	24.7	32.3	22.0	13.3	7.7	300
g.	36.7	36.7	11.7	4.0	9.3	1.7	39.7	34.7	12.0	7.7	6.0	300
h.	22.7	41.7	18.3	7.7	7.7	2.0	27.3	37.0	25.0	6.3	4.3	300
i.	27.3	40.3	19.7	8.0	2.7	2.0	28.7	44.7	20.0	3.3	3.3	300
j.	18.3	32.0	18.3	7.0	21.3	3.0	20.0	35.0	18.7	18.7	9.7	300
k.	27.3	32.3	16.3	9.3	11.3	3.3	26.7	37.3	20.0	11.0	5.0	300
l.	23.3	29.0	11.0	4.7	16.3	15.7	24.0	28.7	12.3	14.3	20.7	300

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of students

TABLE 59

PARENTS OF GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS: PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

	% of Response											
	Key #1						Key #2					
Methods[a]	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
a.	38.8	43.8	4.1	1.7	6.7	5.0	47.9	33.9	0.0	8.3	9.9	121
b.	41.3	40.5	7.4	2.5	2.5	5.8	53.7	30.6	6.6	2.5	6.6	121
c.	38.8	43.0	7.4	2.5	4.1	4.1	43.0	39.7	4.1	4.1	9.1	121
d.	30.6	41.3	11.6	2.5	6.7	7.4	37.2	39.7	11.6	5.0	6.6	121
e.	11.6	28.9	28.1	13.2	11.6	6.7	13.2	35.5	29.8	11.6	9.1	121
f.	32.2	39.7	14.0	3.3	5.8	5.0	38.0	34.7	11.6	5.8	9.9	121
g.	37.2	41.3	9.9	1.7	4.1	5.8	42.1	37.2	9.9	2.5	8.3	121
h.	24.0	37.2	19.8	4.1	8.3	6.7	29.8	37.2	15.7	10.7	6.6	121
i.	37.2	35.5	12.4	5.8	3.3	5.8	46.3	26.4	9.9	7.4	9.9	121
j.	17.4	27.3	10.7	7.4	30.6	6.7	19.8	25.6	15.7	28.1	10.7	121
k.	17.4	29.8	16.5	9.9	20.7	5.8	16.5	38.8	13.2	22.3	9.1	121
l.	18.2	29.8	9.9	7.4	27.3	7.4	19.0	31.4	10.7	27.3	11.6	121

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of parents

TABLE 60

FEEDER SCHOOLS - PROFESSIONAL STAFF (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

	% of Response											
	Key #1						Key #2					
Groups Methods^a	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N^b
WJH												
a.	16.7	41.7	8.3	8.3	25.0	0.0	25.0	33.3	8.3	33.3	0.0	12
b.	41.7	33.3	0.0	8.3	16.7	0.0	50.0	25.0	8.3	16.7	0.0	12
c.	16.7	50.0	16.7	8.3	8.3	0.0	25.0	50.0	16.7	8.3	0.0	12
d.	25.0	50.0	8.3	0.0	16.7	0.0	41.7	33.3	8.3	16.7	0.0	12
e.	16.7	41.7	16.7	8.3	16.7	0.0	25.0	33.3	25.0	16.7	0.0	12
f.	16.7	50.0	0.0	25.0	8.3	0.0	25.0	41.7	16.7	16.7	0.0	12
g.	41.7	33.3	8.3	8.3	8.3	0.0	41.7	33.3	8.3	16.7	0.0	12
h.	16.7	33.3	25.0	8.3	16.7	0.0	25.0	25.0	25.0	25.0	0.0	12
i.	16.7	41.7	25.0	8.3	8.3	0.0	25.0	33.3	25.0	16.7	0.0	12
j.	16.7	33.3	16.7	16.7	16.7	0.0	25.0	25.0	16.7	25.0	8.3	12
k.	33.3	41.7	8.3	8.3	8.3	0.0	33.3	41.7	8.3	16.7	0.0	12
l.	25.0	8.3	8.3	8.3	50.0	0.0	25.0	8.3	8.3	50.0	8.3	12
SHJH												
a.	14.3	42.9	7.1	0.0	21.4	14.3	28.6	50.0	0.0	7.1	14.3	14
b.	28.6	35.7	0.0	0.0	28.6	7.1	57.1	21.4	0.0	14.3	7.1	14
c.	21.4	28.6	14.3	0.0	28.6	7.1	42.9	28.9	7.1	7.1	14.3	14
d.	14.3	50.0	7.1	0.0	21.4	7.1	28.6	35.7	7.1	7.1	21.4	14
e.	7.1	14.3	28.6	0.0	42.9	7.1	14.3	14.3	28.6	28.6	14.3	14
f.	7.1	50.0	7.1	0.0	28.6	7.1	7.1	57.1	7.1	14.3	14.3	14
g.	14.3	35.7	0.0	0.0	35.7	14.3	28.6	35.7	0.0	14.3	21.7	14
h.	7.1	28.6	35.7	0.0	21.4	7.1	14.3	35.7	28.6	7.1	14.3	14
i.	7.1	28.6	14.3	14.3	21.4	14.3	7.1	50.0	7.1	21.4	14.3	14
j.	14.3	0.0	14.3	14.3	50.0	7.1	14.3	7.1	14.3	50.0	14.3	14
k.	21.4	14.3	14.3	7.1	35.7	7.1	21.4	21.4	14.3	35.7	7.1	14
l.	0.0	14.3	21.4	0.0	57.1	7.1	0.0	28.6	21.4	28.6	21.4	14

TABLE 60 (Con't.)

Groups Methods[a]	% of Response											
	Very Effect.	Effect.	Key #1 Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Key #2 Don't Recom.	Don't Know	Omit	N[b]
JAJH												
a.	18.4	52.6	13.2	2.6	13.2	0.0	36.8	44.1	5.3	13.2	0.0	38
b.	23.7	52.6	5.3	2.6	15.8	0.0	28.9	52.6	7.9	10.5	0.0	38
c.	21.1	47.4	15.8	7.9	7.9	0.0	26.3	60.5	5.3	7.9	0.0	38
d.	26.3	47.4	5.3	2.6	18.4	0.0	28.9	50.0	5.3	13.2	2.6	38
e.	7.9	21.1	36.8	7.9	23.7	2.6	10.5	28.9	36.8	21.1	2.6	38
f.	26.3	44.7	7.9	2.6	18.4	0.0	36.8	44.7	5.3	13.2	0.0	38
g.	28.9	47.4	0.0	7.9	15.8	0.0	36.8	47.4	2.6	13.2	0.0	38
h.	28.9	26.3	21.1	7.9	15.8	0.0	31.6	34.2	15.8	15.8	2.6	38
i.	26.3	26.3	28.9	10.5	7.9	0.0	31.6	31.6	18.4	18.4	0.0	38
j.	7.9	15.8	36.8	18.4	18.4	2.6	18.4	26.3	34.2	18.4	2.6	38
k.	21.1	23.7	42.1	5.3	7.9	0.0	26.3	34.2	26.3	13.2	0.0	38
l.	15.8	23.7	26.3	7.9	26.3	0.0	28.9	26.3	18.4	18.4	7.9	38
Overall												
a.	17.2	48.4	10.9	3.1	17.2	3.1	32.8	43.8	4.7	15.6	3.1	64
b.	28.1	45.3	3.1	3.1	18.8	1.6	39.1	40.6	6.3	12.5	1.6	64
c.	20.3	43.8	15.6	6.3	12.5	1.6	29.7	51.6	7.8	7.8	3.1	64
d.	23.4	48.4	6.3	1.6	18.8	1.6	31.3	43.8	6.3	12.5	6.3	64
e.	9.4	23.4	31.3	6.3	26.6	3.1	14.1	26.6	32.8	21.9	4.7	64
f.	20.3	46.9	6.3	6.3	18.8	1.6	28.1	46.9	7.8	14.1	3.1	64
g.	28.1	42.2	1.6	6.3	18.8	3.1	35.9	42.2	3.1	14.1	4.7	64
h.	21.9	28.1	25.0	6.3	17.2	1.6	26.6	32.8	20.3	15.6	4.7	64
i.	20.3	29.7	25.0	10.9	10.9	3.1	25.0	35.9	17.2	18.8	3.1	64
j.	10.9	17.2	28.1	17.2	23.4	3.1	18.8	21.9	26.6	26.6	6.3	64
k.	23.4.	25.0	29.7	6.3	14.1	1.6	26.6	32.8	20.3	18.8	1.6	64
l.	14.1	20.3	20.3	6.3	37.5	1.6	21.9	23.4	17.2	26.6	10.9	64

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters, j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of feeder school administrators, counselors and teachers

TABLE 61

FEEDER SCHOOLS - NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

	% of Response											
	Key #1						Key #2					
Groups Methods[a]	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
NJH												
a.	30.0	40.0	15.0	0.0	15.0	0.0	40.0	45.0	5.0	10.0	0.0	20
b.	65.0	15.0	5.0	5.0	10.0	0.0	55.0	25.0	10.0	10.0	0.0	20
c.	35.0	40.0	5.0	5.0	15.0	0.0	45.0	30.0	15.0	10.0	0.0	20
d.	40.0	35.0	15.0	0.0	10.0	0.0	65.0	15.0	10.0	10.0	0.0	20
e.	20.0	55.0	5.0	10.0	10.0	0.0	25.0	45.0	20.0	5.0	5.0	20
f.	20.0	55.0	5.0	5.0	15.0	0.0	35.0	40.0	10.0	15.0	0.0	20
g.	40.0	40.0	5.0	5.0	10.0	0.0	40.0	45.0	10.0	5.0	0.0	20
h.	35.0	30.0	15.0	10.0	5.0	5.0	40.0	25.0	20.0	5.0	10.0	20
i.	40.0	35.0	15.0	10.0	0.0	0.0	40.0	40.0	20.0	0.0	0.0	20
j.	35.0	25.0	20.0	10.0	10.0	0.0	20.0	50.0	20.0	10.0	0.0	20
k.	50.0	40.0	5.0	5.0	0.0	0.0	60.0	35.0	5.0	0.0	0.0	20
l.	25.0	35.0	15.0	5.0	20.0	0.0	45.0	25.0	15.0	10.0	5.0	20
SHJH												
a.	0.0	100.0	0.0	0.0	0.0	0.0	0.0	80.0	0.0	20.0	0.0	5
b.	60.0	40.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	0.0	0.0	5
c.	60.0	20.0	0.0	0.0	20.0	0.0	40.0	40.0	0.0	20.0	0.0	5
d.	60.0	40.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	0.0	0.0	5
e.	20.0	20.0	40.0	0.0	20.0	0.0	20.0	0.0	60.0	20.0	0.0	5
f.	0.0	0.0	60.0	0.0	40.0	0.0	0.0	20.0	40.0	40.0	0.0	5
g.	40.0	20.0	20.0	0.0	20.0	0.0	40.0	20.0	20.0	20.0	0.0	5
h.	0.0	20.0	40.0	20.0	20.0	0.0	0.0	0.0	80.0	20.0	0.0	5
i.	0.0	40.0	0.0	40.0	20.0	0.0	0.0	20.0	60.0	20.0	0.0	5
j.	0.0	40.0	40.0	0.0	20.0	0.0	0.0	40.0	40.0	20.0	0.0	5
k.	20.0	60.0	20.0	0.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0	5
l.	0.0	40.0	20.0	0.0	40.0	0.0	0.0	40.0	20.0	40.0	0.0	5

TABLE 61 (Con't.)

Groups Methods[a]	Very Effect.	Effect.	Key #1 Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Key #2 Don't Recom.	Don't Know	Omit	N[b]
	% of Response											
JAJH												
a.	25.3	57.0	5.1	3.8	8.9	0.0	34.2	48.1	10.1	7.6	0.0	79
b.	68.4	24.1	1.3	1.3	5.1	0.0	64.6	30.4	1.3	3.8	0.0	79
c.	25.3	51.9	17.7	1.3	2.5	1.3	21.5	64.6	8.9	3.8	1.3	79
d.	45.6	38.0	11.4	1.3	3.8	0.0	32.9	46.8	12.7	7.6	0.0	79
e.	7.6	35.4	38.0	12.7	6.3	0.0	6.3	41.8	35.4	15.2	1.3	79
f.	3.8	21.5	25.3	17.7	31.6	0.0	6.3	15.2	43.0	34.2	1.3	79
g.	24.1	32.9	15.2	3.8	24.1	0.0	19.0	39.2	13.9	26.6	1.3	79
h.	7.6	43.0	22.8	15.2	11.4	0.0	13.9	32.9	35.4	16.5	1.3	79
i.	17.7	43.0	27.8	8.9	2.5	0.0	24.0	50.6	20.2	5.1	0.0	79
j.	20.3	39.2	20.3	7.6	12.7	0.0	15.2	41.8	25.3	17.7	0.0	79
k.	22.8	35.4	26.6	10.1	5.1	0.0	26.6	36.7	27.8	8.9	0.0	79
l.	19.0	36.7	12.7	6.3	25.3	0.0	13.9	44.3	12.7	27.8	1.3	79
Overall												
a.	25.0	55.8	6.7	2.9	9.6	0.0	33.7	49.0	8.7	8.7	0.0	104
b.	67.3	23.1	1.9	1.9	5.8	0.0	62.5	29.8	2.9	4.8	0.0	104
c.	28.8	48.1	14.4	1.9	5.8	1.0	26.9	56.7	9.6	5.8	1.0	104
d.	45.2	37.5	11.5	1.0	4.8	0.0	40.4	40.4	11.5	7.7	0.0	104
e.	10.6	38.5	31.7	11.5	7.7	0.0	10.6	40.4	33.7	13.5	1.9	104
f.	6.7	26.9	23.1	14.4	28.8	0.0	11.5	20.2	36.5	30.8	1.0	104
g.	27.9	33.7	13.5	3.8	21.2	0.0	24.0	39.4	13.5	22.1	1.0	104
h.	12.5	39.4	22.1	14.4	10.6	1.0	18.3	29.8	34.6	14.4	2.9	104
i.	21.2	41.3	24.0	10.6	2.9	0.0	26.0	47.1	22.1	4.8	0.0	104
j.	22.1	36.5	21.2	7.7	12.5	0.0	15.4	43.3	25.0	16.3	0.0	104
k.	27.9	37.5	22.1	8.7	3.8	0.0	32.7	36.5	24.0	6.7	0.0	104
l.	19.2	36.5	13.5	5.8	25.0	0.0	19.2	40.4	13.5	25.0	1.9	104

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of feeder school, ninth grade students

TABLE 62

FEEDER SCHOOLS - PARENTS OF NINTH GRADE STUDENTS (BY SCHOOL AND OVERALL): PERCENT OF RESPONSE FOR EFFECTIVENESS AND DEGREE OF RECOMMENDATION FOR METHODS DESIGNED TO EASE JUNIOR TO SENIOR HIGH TRANSITION

Groups Methods[a]	% of Response											
	Key #1						Key #2					
	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
WJH												
a.	33.3	0.0	33.3	0.0	0.0	33.3	33.3	0.0	33.3	0.0	33.3	3
b.	100.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0	0.0	0.0	33.3	3
c.	33.3	0.0	33.3	0.0	0.0	33.3	33.3	0.0	33.3	0.0	33.3	3
d.	66.7	0.0	0.0	33.3	0.0	0.0	33.3	0.0	33.3	0.0	33.3	3
e.	66.7	0.0	0.0	33.3	0.0	0.0	33.3	0.0	33.3	0.0	33.3	3
f.	66.7	33.3	0.0	0.0	0.0	0.0	33.3	33.3	0.0	0.0	33.3	3
g.	100.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0	0.0	0.0	33.3	3
h.	66.7	0.0	0.0	0.0	0.0	33.3	66.7	0.0	0.0	0.0	33.3	3
i.	33.3	33.3	0.0	33.3	0.0	0.0	33.3	0.0	33.3	0.0	33.3	3
j.	33.3	0.0	0.0	33.3	0.0	33.3	33.3	0.0	33.3	0.0	33.3	3
k.	33.3	0.0	0.0	33.3	33.3	0.0	33.3	0.0	33.3	0.0	33.3	3
l.	33.3	0.0	0.0	33.3	0.0	33.3	33.3	0.0	33.3	0.0	33.3	3
JAJH												
a.	40.0	40.0	4.0	0.0	12.0	4.0	40.0	44.0	0.0	12.0	0.0	25
b.	48.0	40.0	4.0	4.0	0.0	4.0	52.0	36.0	4.0	4.0	4.0	25
c.	32.0	52.0	8.0	0.0	4.0	4.0	32.0	52.0	4.0	4.0	8.0	25
d.	40.0	44.0	12.0	0.0	0.0	4.0	44.0	40.0	8.0	0.0	8.0	25
e.	12.0	40.0	28.0	12.0	4.0	4.0	8.0	52.0	24.0	8.0	8.0	25
f.	40.0	28.0	8.0	8.0	12.0	4.0	40.0	28.0	12.0	16.0	4.0	25
g.	48.0	16.0	12.0	4.0	12.0	8.0	44.0	20.0	16.0	12.0	8.0	25
h.	32.0	40.0	16.0	0.0	8.0	4.0	24.0	52.0	4.0	16.0	4.0	25
i.	40.0	32.0	20.0	4.0	0.0	4.0	48.0	32.0	12.0	4.0	4.0	25
j.	16.0	44.0	12.0	8.0	12.0	8.0	20.0	40.0	20.0	8.0	12.0	25
k	24.0	36.0	24.0	4.0	8.0	4.0	24.0	40.0	16.0	12.0	8.0	25
l.	20.0	40.0	16.0	0.0	16.0	8.0	20.0	44.0	12.0	12.0	12.0	25

TABLE 62 (Con't.)

					% of Response							
Groups			Key #1						Key #2			
Methods[a]	Very Effect.	Effect.	Not Very Effect.	In-effect.	Don't Know	Omit	Strong Recom.	Recom.	Don't Recom.	Don't Know	Omit	N[b]
Overall												
a.	39.3	35.7	7.1	0.0	10.7	7.1	39.3	39.3	3.6	10.7	7.1	28
b.	53.6	35.7	3.6	3.6	0.0	3.6	53.6	32.1	3.6	3.6	7.1	28
c.	32.1	46.4	10.7	0.0	3.6	7.1	32.1	46.4	7.1	3.6	10.7	28
d.	42.9	39.3	10.7	3.6	0.0	3.6	42.9	35.7	10.7	0.0	10.7	28
e.	17.9	35.7	25.0	14.3	3.6	3.6	10.7	46.4	25.0	7.1	10.7	28
f.	42.9	28.6	7.1	7.1	10.7	3.6	39.3	28.6	10.7	14.3	7.1	28
g.	53.6	14.3	10.7	3.6	10.7	7.1	46.4	17.9	14.3	10.7	10.7	28
h.	35.7	35.7	14.3	0.0	7.1	7.1	28.6	46.4	3.6	14.3	7.1	28
i.	39.3	32.1	17.9	7.1	0.0	3.6	46.4	28.6	14.3	3.6	7.1	28
j.	17.9	39.3	10.7	10.7	10.7	10.7	21.4	35.7	21.4	7.1	14.3	28
k.	25.0	32.1	21.4	7.1	10.7	3.6	25.0	35.7	17.9	10.7	10.7	28
l.	21.4	35.7	14.3	3.6	14.3	10.7	21.4	39.3	14.3	10.7	14.3	28

[a] Methods or activities: a, Course of Study Bulletin; b, All Day Orientation for 9th graders; c, Special counselor handout (explaining program graduation requirements); d, Teacher visits to junior high to explain courses and course offering; e, Principal visits to junior high; f, Preschool Parent Orientation (August); g, Preschool Student Orientation (August); h, Meeting for parents concerning testing; i, Newsletters; j, Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company; k, Band performances at junior high; and l, Service Clubs provide tutorial assistance to feeder elementary schools.

[b] N = number of parents of ninth grade feeder school students. Zero return rate was obtained for Spring Hill parents.

The major purpose for the generation of the data presented in Tables 56-62 was to identify methods/activities that respondent groups consider effective and recommend to facilitate the transition from traditional to modular scheduling. Twelve methods/activities were assessed under the main question. For the purposes of this analysis, the very effective and effective options for level of effectiveness and the strongly recommend and recommend options for degree of recommendation are considered positive responses and indicators of method support. When the percentage of positive responses drops below 50, the attitude of the respondent group(s) is considered negative. Methods/activities that receive consistently low percentages of positive responses should be considered candidates for modification or possibly termination. Methods/activities receiving consistently high percentages of positive responses should be continued without modification. This discussion will focus on the relative percentages of positive responses of the 12 methods/activities, not on the identification of differences between groups.

As expected, the methods/activities which received the higher percentages of positive responses for effectiveness also received higher percentages of positive responses for degree of recommendation. The majority of respondents from each of the seven analysis groups noted positive responses for: (1) the effectiveness of seven of the 12 methods/activities and (2) the degree of recommendation for seven of the 12 methods/activities. Method h (meeting for parents concerning testing) received slightly less than a majority positive response (48.1%) from ninth grade feeder school students in regard to recommendation. However, all groups provided at least 50% positive response in regard to the method's effectiveness. Only two groups provided less than 50% positive response for the effectiveness of band performances at the junior highs, but the majority of the members of all seven analysis groups recommended continuing the method. The two groups were parents of GW students (47.2% positive response) and feeder school professional staff members (48.4% positive response). The same two groups failed to provide majority support for the effectiveness of method l (service clubs provide tutorial assistance to feeder elementary schools), but only one of the two groups (feeder school professional staff) provided less than majority support (45.3% positive response) for continuing the method. Lack of knowledge was a factor in the results for this method. Perhaps, more communication rather than modification of this method is warranted.

Feeder school students (Spring Hill, John Adams and overall) provided less than majority support for the effectiveness and continuance of Preschool Parent Orientation. This finding coupled with the aforemention finding for method h (meeting for parents concerning testing) may suggest that students are simply less sensitive to parents' informational needs. In regard to effectiveness and continuance, method j (encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company) received less than majority support from parents of GW students and feeder school professional staff members. However, relatively high percentages of the don't know option were obtained. Further examination indicated that an error was made in the structure of the item. That is, the GW Dramatics Company should have been the GW Dance Company.

Although the methods/activities (h, k, 1, f, and j) mentioned to this point have received less than 50% support from one or two groups and typically lower percentages of positive responses, the majority of the analysis groups noted support. Hence, these methods should be continued (i.e., possibly with minor modification) and considered effective. The only method/activity that may need more than minor modification is e (principal visits to junior highs). Four groups failed to provide majority support for effectiveness and three groups noted less than 50% support for continuance of the method. The results of Evaluation Question #5, subquestion #3 extoll the importance of maintaining high levels of communication and cooperation between GW and the feeder schools. Perhaps, GW administrators should consider ways to maximize the effectiveness (i.e., in regard to facilitating junior to senior high transition) of principal visits.

The remaining six methods/activities received majority support from all seven analysis groups. Method b (all day orientation for ninth graders), followed by methods a (course of study bulletin) and c (special counselor handouts) received the highest levels of support. Teacher visits to junior highs (method d) received high levels of support; especially among students. All groups noted moderately high percentages of positive responses for the August Preschool Student Orientation (method g) and the newsletters (method i). The Preschool Student Orientation method was particularly valued by GW and feeder school professional staff members. The data supports the continuation of the aforementioned six methods/activities without modification.

Several other methods/activities were frequently suggested by the respondents. Involving GW students in the transition process was the most frequently suggested "other" method: (1) GW student visitation to the feeder schools to answer questions about the GW program; (2) feeder school student council participation in some GW student council meetings; (3) GW Singers performances at feeder schools; (4) intergration of some GW and feeder school extracurricular activities; (5) tutorial assistance at junior highs; and (6) GW school newspaper should be sent to feeder school students. Additional methods/activities include: (1) increase the number of parent-teacher and teacher-student conferences; (2) improve coordination of the GW and the feeder school curriculum; (3) open the junior high PAC meetings; (4) provide junior high students with a list of clubs/extracurricular activities and how to join; and (5) take advantage of everything that is done to acquaint incoming students with the GW programs. The potential of the additional suggestions must be determined by the GW decision-makers.

Subquestion #1: What methods are recommended to motivate or help students use their unstructured time wisely? One survey item on each of four instruments address the identification of motivational methods. George Washington administrators (Form A, item 13), GW teachers (Form C, item 14), GW students (Form D, item 18), and parents of GW students (Form E, item 8) were asked to provide one suggestion. Many respondents omitted the item. A simple list of suggestions will be provided for small groups of respondents (GW administrators and teachers). Findings from larger groups (GW students and parents) will be provided by category and with the frequency of response noted. An outline format is used to present the suggestions; see Table 63.

TABLE 63

OUTLINE OF SUGGESTIONS BY GROUP

Source of Suggestion	Frequency
I. List of Responses	
A. GW Administrators	
1. Adapt unstructured time to identified student needs	1
2. Listen carefully and follow directions	1
B. GW Teachers	
1. Teach students to assume responsibilities	1
2. Provide mini-courses	1
3. Reduce loafing in hallways	1
4. Increase time in library	1
5. Match unstructured time use with student needs	1
6. Smaller teacher-student ratio	1
7. Challenge the students	1
II. Response by Category	
A. GW Students	
Category 1: Curriculum and Instruction	
a. Study for tests and/or complete due reports	16
b. Work with teachers, friends and/or other students with similar needs	12
c. Spend more time in the library or with a teacher	6
d. Encourage self-control, independence and self-discipline	4
e. Most students use time wisely	3
f. Practice hobbies on unstructured time	1
g. Don't let your friends talk you out of studying	1
Category 2: Facilities	
a. Provide comfortable places to study other than the library	11
b. Keep labs, gym and vacant classrooms open at all times	3
c. Provide more places to go during unstructured time	1
d. Improve temperature control in classrooms	1
Category 3: Scheduling	
a. Schedule more extracurricular activities	2

TABLE 63 (Con't.)

Source of Suggestion	Frequency
b. Schedule more extra labs	1
c. Schedule less free time	1
d. Improve feeder school orientation program	1
B. Parents of GW Students	
Category 1: Policy	
a. Reduce free time	7
b. Recognize that extracurricular activities are wise uses of unstructured time	3
c. Assign credit for student services given during unstructured time instead of some electives	1
d. Unstructured time should be earned	1
e. Discourage students from driving to school	1
f. Students should be required to check into a supervised room on free time	1
g. Students should use free time to relax and enjoy themselves	1
h. Grades should be reported at six rather than nine week intervals	1
i. Reduce hallway time	1
j. Develop a system to recognize and reward student achievements in their unstructured time	1
k. Eliminate the smoking area	1
l. Take away summer school - it's an easy out	1
Category 2: Curriculum and Instruction	
a. Encourage more reading and studying in the library	2
b. Teachers should provide extra help for students	2
c. More written homework	1
d. Increase accessability of counselors	1
e. Have more outside lecturers or demonstrators	1
f. Parents should get involved	1
g. Parents and teachers must make their expectation clear	1
h. Encourage students to work together	1
i. Provide independent study opportunities (mini-courses)	1
j. Provide interest or hobby classes	1
k. Provide work experience opportunities	1
l. More specific extra classes	1

TABLE 63 (Con't.)

Source of Suggestion		Frequency
	m. Inform ninth graders of GW expectations	1
Category 3:	Facilities	
	a. Provide a game room with a time limit	1
	b. Have an area for students to gather without teachers	1
	c. Provide more quiet study areas	1

Table 63 provides a list of suggestions designed to help students use unstructured time wisely. Most of the suggestions fall into three categories: (1) curriculum and instruction; (2) facilities and (3) policy. Parents of GW students provided the most diverse list of ideas. The potential of the suggestions must be determined by the GW decision-makers.

Subquestion #2: Which possible student uses of unstructured time are preferred or considered best/most ideal by GW administrators, teachers, students and parents of GW students? One survey item on each of four instruments addresses the identification of preferred uses of unstructured time. George Washington administrators (Form A, item 12), GW teachers (Form C, item 13), GW students (Form D, item 17), and parents of GW students (Form E, item 7) were asked to check three of 15 possible uses of unstructured time. The possible uses are the same as 15 of the 17 uses discussed under Evaluation Question #8, subquestion #1 (frequency of positive uses of unstructured time). Hence, comparisons can be made between the actual and preferred uses that were noted by GW teachers and students. This subquestion does not assume that there is one best use of unstructured time for all students. The results are applicable for students in general. The task of matching individual student needs with appropriate uses is not directly addressed by this research.

Administrator responses will be summarized in the text. The responses of the other groups will be ranked and presented in Tables 64 and 65. That is, the possible use of unstructured time that was most frequently selected will receive the rank of 15. The least frequently selected option will receive a rank of one. The findings will be discussed following Table 65.

Two of the three GW administrators noted that making/meeting appointments with counselors, teachers or tutors (option j) was the best way for students to use their unstructured time. Other selected options include: (1) individual learning with a teacher in a lab (option b); (2) individual learning with a teacher in the teacher's office or classroom (option g); (3) participating in tutoring sessions (option i); and (4) using equipment (e.g., typewriters, calculators) in classrooms (option l). One GW administrator omitted the item.

TABLE 64

TEACHERS AND PARENTS OF GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS: RANKS OF POSSIBLE USES OF UNSTRUCTURED TIME

Possible Uses of Unstructured Time	Ranks[a] Teachers	Parents
a. Reading and/or studying in the library	15.0	15.0
b. Individual learning with a teacher in a lab	11.0	11.0
c. Individual learning without the assistance of a teacher in a lab	6.0	3.0
d. Small group learning with a teacher in a lab	12.0	14.0
e. Small group learning without the assistance of a teacher in a lab	1.5	3.0
f. Participating in extracurricular activities	14.0	10.0
g. Individual learning with a teacher in the teacher's office or classroom	13.0	12.0
h. Working together in vacant classrooms	8.0	3.0
i. Participating in tutoring sessions	6.0	9.0
j. Making/meeting appointments with counselors, teachers or tutors	9.0	7.5
k. Using the music practice rooms	3.5	1.0
l. Using equipment (e.g., typewriters, calculators) in classrooms	6.0	6.0
m. Providing services to school (e.g., scheduling team, tutoring, red cross)	1.5	5.0
n. Exploring college and/or job possibilities in the Counselor's Resource Area	3.5	7.5
o. Participating in work experience programs	10.0	13.0

[a] Ranks: Based on the responses of 52 teachers and 121 parents of GW students.

TABLE 65

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: RANKS OF POSSIBLE USES OF UNSTRUCTURED TIME

Possible Uses of Unstructured Time	Ranks[a] Soph.	Junior	Senior	Overall
a. Reading and/or studying in the library	15.0	15.0	15.0	15.0
b. Individual learning with a teacher in a lab	3.5	9.0	11.0	7.0
c. Individual learning without the assistance of a teacher in a lab	1.0	2.0	5.0	3.0
d. Small group learning with a teacher in a lab	12.0	8.0	10.0	11.0
e. Small group learning without the assistance of a teacher in a lab	3.5	5.5	4.0	5.0
f. Participating in extra-curricular activities	14.0	14.0	12.0	14.0
g. Individual learning with a teacher in the teacher's office or classroom	13.0	13.0	14.0	13.0
h. Working together in vacant classrooms	8.0	10.5	8.5	8.0
i. Participating in tutoring sessions	2.0	1.0	1.0	1.0
j. Making/meeting appointments with counselors, teachers or tutors	10.0	12.0	8.5	10.0
k. Using the music practice rooms	7.0	3.5	3.0	4.0
l. Using equipment (e.g., typewriters, calculators) in classrooms	6.0	5.5	6.0	6.0
m. Providing services to school (e.g., scheduling team, tutoring, red cross)	5.0	3.5	2.0	2.0

TABLE 65 (Con't.)

Possible Uses of Unstructured Time	Ranks[a]			
	Soph.	Junior	Senior	Overall
n. Exploring college and/or job possibilities in the Counselor's Resource Area	9.0	10.5	7.0	9.0
o. Participating in work experience programs	11.0	7.0	13.0	12.0

[a] Ranks: Based on the responses of 109 sophomores, 90 juniors, 101 seniors and 300 students overall.

George Washington teachers, students and parents of GW students agreed that the best way for students to use their unstructured time is reading and/or studying in the library (option a). Among teachers and students (i.e., sophomores, juniors and overall) the next best use was participating in extracurricular activities (option f). Parents noted small group learning with a teacher in a lab (option d) as their next choice. Individual learning with a teacher in the teacher's office or classroom (option g) was the next preference among seniors. Option g was the third choice (rank 13) among teachers and students (sophomores, juniors and overall). This option was the fourth choice (rank 12) among parents. Participating in the work experience program (option o) was the third choice (rank 13) among seniors and parents. When options differ only in the presence or absence of a teacher, the options which include a teacher are preferred. In the lab, sophomores, teachers and parents tend to prefer small group rather than individual learning. Juniors and seniors appear to prefer individual learning. Among teachers and students, the teacher's office or classroom seems to be the preferred location for individual learning. Parents and students seem to value exploring college and/or job possibilities in the Counselor's Resource Area (option n) more than teachers. Administrators, teachers and parents appear to value participating in tutoring sessions (option i) more than students. The least preferred option among parents was using the music practice rooms (option k). Small group learning without the assistance of a teacher in a lab (option e) and providing services to the school (option m) were tied at the lowest rank among teachers.

Tables 26 and 27 (Evaluation Question #8, subquestion #1) present teacher and student estimates of the percentage of unstructured time that students actually use for each of the 15 activities. According to both teachers and students, relatively frequent uses of unstructured time include: (a) reading and/or studying in the library; (b) participating in extracurricular activities; (3) individual learning with a teacher in teacher's office or classroom; (4) making/meeting appointments with counselors, teachers or tutors; and (5) using equipment (e.g., typewriters, calculators) in classrooms. Teachers also noted both individual and small group learning with a teacher in a lab. Additionally, students cited exploring college and/or job possibilities in the Counselor's Resource Area as a frequent use of unstructured time. Participating in tutoring sessions and using the music practice rooms were considered relatively infrequent uses of unstructured time by both teachers and students. According to teacher responses, small group learning without the assistance of a teacher in a lab was also an infrequent use of unstructured time. There appears to be fair agreement between the actual and preferred uses of unstructured time. The only noteworthy discrepancy is in regard to participating in work experience programs (option o). This option was not considered among the more frequent uses of unstructured time, but it was the third choice (rank 13) among seniors and parents. Perhaps, the GW decision-makers should consider expanding the work experience program.

Evaluation Question #12: How has the trend of reducing the amount of unstructured time affected the diversity of course offerings? The Interim Evaluation Report (p. 21) includes two subquestions, which concern perceived positive and negative effects of continued reductions in the amount of unstructured time. Members of seven of the nine survey groups were asked to react (agree to disagree) to nine possible effects of reducing the amount of students' unstructured time. The groups were: (1) GW administrators (Form A, item 9); (2) GW counselors (Form B, item 7); (3) GW teachers (Form C, item 12); (4) parents of GW students (Form E, item 4); (5) feeder school administrators and counselors (Form F, item 4); (6) feeder school teachers (Form G, item 4); and (7) parents of feeder school students (Form I, item 4). As much as possible, the credibility of all data is assessed. There is some evidence that the data for the subquestions are spurious. Since data with low credibility are of less value than no data, the findings generated in response to the subquestions will be deleted.

Resolution of the main evaluation question demands an examination of historical and current documents related to curriculum. According to GW officials, the average amount of unstructured time available to students has been reduced from about 40% (1964-65) to less than 20% (1979-80) of the total school day. An article written by Michael Gerrard (September 7, 1969) and published in the Sunday Gazette-Mail notes a decrease in the amount of unstructured time available to students. The main question concerns the effect of this trend on the diversity of course offerings. Course of Study Bulletins (1965-66, 1967-68, 1971-72 and 1979-80) were the major sources of data. The Bulletins were used to determine the number of courses offered by each department. For the purposes of this study, the number of courses is an indicator of diversity. It should be noted that factors (e.g., enrollment changes, changes in student needs) in addition to reducing unstructured time could affect the diversity of course offerings. Table 66 presents the number of courses offered at GW by department and school year.

TABLE 66

NUMBER OF COURSES[a] OFFERED AT GEORGE WASHINGTON SENIOR HIGH SCHOOL BY DEPARTMENT AND SCHOOL YEAR

	School Year			
Department	1965-66	1967-68	1971-72	1979-80
Business	10	9	14	10
English	7	9	11	13
Fine Arts	14	13	12	19
Foreign Language	11	13	12	10
Math	8	9	10	11
Practical Arts	8	16	16	15
Science	7	8	7	11
Social Studies	7	6	4	6
Vocational/Technical	3	3	2	6
Special Packages	0	0	0	3
Total	75	86	88	104

[a] Number of courses: Each course listed in the Bulletins was counted as one course regardless of the amount of credit and/or the duration of the course.

Contrary to expectation, the 1979-80 school year showed more curricular diversity than the previous years. The most noteworthy exception was foreign language, where it was found that four years of Latin and two years of Russian had been offered in 1967-68, but not in 1979-80. The number of social studies courses remained fairly constant over the school years. The embryonic phase of the current XYZ homogenous grouping strategy probably contributed to an increase in the number of courses offered in 1971-72. The first mention of the Carver Career and Technical Center was made in the 1971-72 Bulletin. The number of courses offered in English and mathematics showed a steady increase over the school years. It appears that other factors (e.g., declining enrollment, increased usuable space - ornamental horticulture room in 1967-68, improved knowledge of ways to utilize flexible scheduling) have had more influence on the diversity of course offerings than the reduction in the amount of unstructured time. Evaluation Question #13 compares the GW course offering with the course offering of other county high schools.

Curriculum and Instruction

Curriculum and instruction was the third priority noted during the context evaluation. Members of six of the nine interview groups identified curriculum and instruction as an area of concern. As noted in the *Interim Evaluation Report* (1979), this category is quite broad. That is, 16 different comments were made by members of the six interview groups. The major dimensions within this area are in regard to: (1) documentation of instructional flexibility and the adequacy of course offerings; (2) articulation between the curricula of the feeder schools and the GW curriculum; (3) the worth of course placement procedures; and (4) the adequacy of such instructional processes as clearly stating course goals, grading and maintaining relevance in course content.

Four major evaluation questions (13-16) and 10 subquestions evolved directly from the aforementioned critical dimensions. Two major evaluation questions (14 and 16) are addressed solely via the subquestions. Other subquestions simply provide supporting information. The section is organized by major evaluation questions. The primary sources of data are noted within each major question. As the third priority, this area will receive less extensive examination than priority areas number one and two.

Evaluation Question #13: Are there more or less courses available to George Washington students than are available at other Kanawha County high schools? The subquestion asked members of seven groups if there is a need for more courses at GW. When the response was affirmative, the group members were asked to recommend additional courses. The following groups were surveyed: (1) GW administrators (Form A, item 5); (2) GW counselors (Form B, item 3); (3) GW teachers (Form C, item 5); (4) GW students (Form D, item 12); (5) parents of GW students (Form E, item 5); (6) parents of GW feeder school students (Form I, item 5); and (7) recent GW graduates (Form J, item 10). The results will be presented by group and subgroup under subquestion #1.

The main question is addressed through the examination of the GW Course of Study Bulletin (1979-80) and the Bulletins (1979-80) of two other schools. Ideally, the comparison schools would be identical to GW in all critical areas (e.g., enrollment, student needs, philosophy) except modular scheduling. An ideal comparison school could not be located. Comparison school #1 has a lower enrollment than GW and comparison school #2 has a higher enrollment. This research does not assume that either more or fewer courses mean better programs. Additionally, many factors other than scheduling contribute to diversity in course offerings. To facilitate comparison, all courses listed in the three Bulletins will be grouped according to the GW departmental structure; see Table 67.

TABLE 67

NUMBER OF COURSES OFFERED AT GEORGE WASHINGTON
SENIOR HIGH SCHOOL AND TWO COMPARISON SCHOOLS
BY DEPARTMENT (1979-80)

	Comparison Schools					
	Lower Enrollment		Higher Enrollment		GW	
	# Course Credits		# Course Credits		# Course Credits	
Department	<1	≥1	<1	≥1	<1	≥1
Business	3	10	1	11	0	10
English	0	7	0	19	0	13
Fine Arts	4	14	2	11	6	13
Foreign Language	0	8	0	9	0	10
Math	0	9	1	12	0	11
Practical Arts	5	12	9	12	2	13
Science	0	8	2	7	2	9
Social Studies	3	3	0	10	0	6
Vocational/Technical	0	3	0	5	2	4
Special Packages	0	0	0	0	0	3
Total	15	74	15	96	12	92

Among the three schools, the comparison school with the highest enrollment offered the greatest number of courses. This was especially true for the English, Practical Arts and Social Studies departments. George Washington showed more courses than the comparison schools for the Fine Arts, Foreign Language and Science departments. The lowest enrollment school had the greatest number of business courses. Once again, the number of courses offered is not necessarily an indicator of the quality of the program.

Subquestion #1: Do GW staff members, GW students, parents, and recent GW graduates feel that more courses are needed at GW? One survey item on each of seven instruments (identified with the introductory statements under Evaluation Question #13) addresses this issue. Table 68 summarizes the responses by group and subgroup.

TABLE 68

PERCENT OF RESPONSE FOR NEED FOR MORE COURSES AT GEORGE WASHINGTON SENIOR HIGH SCHOOL BY GROUPS

			# of Response		
Group	Yes	No	Don't Know	Omit	N[a]
GW Staff					
Administrators	66.7	0.0	0.0	33.3	3
Counselors	100.0	0.0	0.0	0.0	3
Teachers					
Business	100.0	0.0	0.0	0.0	3
English	80.0	10.0	0.0	10.0	10
Fine Arts	66.7	33.3	0.0	0.0	3
Foreign Language	25.0	25.0	50.0	0.0	4
Math	80.0	0.0	20.0	0.0	5
Practical Arts	60.0	20.0	20.0	0.0	5
Science	20.0	60.0	20.0	0.0	5
Social Studies	66.7	33.3	0.0	0.0	6
Voc./Tech.	50.0	50.0	0.0	0.0	2
Not Given/Other	33.3	33.3	22.2	11.1	9
Overall	57.7	25.0	13.3	3.8	52
GW Students					
Sophomores	20.2	61.5	15.6	2.8	109
Juniors	24.4	55.6	18.9	1.1	90
Seniors	41.6	39.6	18.8	0.0	101
Overall	28.7	52.3	17.7	1.3	300
Parents - GW Students	27.3	30.6	35.5	6.6	121
Parents - Feeder School Students					
Washington	0.0	33.3	66.7	0.0	3
Spring Hill	0.0	0.0	0.0	0.0	0
John Adams	8.0	24.0	56.0	12.0	25
Overall	7.1	25.0	57.1	10.7	28
Recent GW Graduates	52.9	29.4	17.7	0.0	34

[a] N = number of respondents

Inspection of Table 68 indicates that the majority of GW administrators, counselors, teachers (overall), and recent graduates feel that more courses are needed at GW. A higher percentage of seniors (41.6) than juniors (24.4) and sophomores (20.2) checked the affirmative response. Across parent groups, don't know was the most frequently selected option. Table 69 presents the frequency of recommended courses by department and respondent group.

TABLE 69

FREQUENCY OF RECOMMENDED COURSES BY DEPARTMENT AND RESPONDENT GROUP

Department Course	Frequency of Recommendation						
	Adm.	Couns.	Teachers	GW Students	Parents	Rec. Grad.	Feeder Parents
Business							
Voc. Business	1	0	1	0	0	0	0
Executive Secretary Training	0	1	0	0	0	0	0
Business English	0	0	1	2	0	0	0
Shorthand II	0	0	0	2	0	0	0
Typing III	0	0	0	1	0	0	0
Business Machines	0	0	0	1	0	0	0
General Business	0	0	0	0	0	1	0
English							
Grammar/Spelling/Reading	0	0	2	1	1	0	1
Adv. Grammar	0	0	1	0	0	0	0
Creative Writing	0	0	1	2	0	0	0
Journalism	0	0	1	0	1	0	0
English Lit.	0	0	0	1	0	0	0
Speed Reading	0	0	0	1	0	0	0
College Lit.	0	0	0	0	1	0	0
Modern Lit.	0	0	0	0	1	0	0
Forensics	0	0	0	1	0	0	0
Humanities	0	0	0	1	0	0	0
Fine Arts							
Advanced Art	0	0	1	0	0	0	0
General Music	0	0	1	0	0	0	0
Arts/Crafts	0	0	1	0	0	0	0
Drama	0	0	2	2	0	1	0
Theatre Arts	0	0	0	1	0	0	0
Orchestra	0	0	1	0	0	0	0
Art Workshop	0	0	0	1	1	0	0
Foreign Language							
Latin	1	1	1	16	14	1	0
German	0	1	2	5	1	1	0
Russian	0	0	1	0	0	0	0
Math							
Consumer Math	1	0	0	0	0	0	0
Remedial Math	0	0	1	0	0	0	1
Math Topics (Honors)	0	0	1	0	0	0	0
Advanced Math	0	0	0	0	1	0	0
Statistics	0	0	0	0	0	1	0
Practical Arts							
Adult Roles and Functions	0	1	3	0	1	0	0
Woods and Metals	0	1	1	2	1	0	0
Industrial Arts	0	0	1	0	1	0	0
Consumer Ed.	0	0	1	0	0	0	0
Swimming	0	0	0	3	0	0	0

TABLE 69 (Con't.)

Department Course	Frequency of Recommendation Adm.	Couns.	Teachers	GW Students	Parents	Rec. Grad.	Feeder Parents
Nutrition	0	0	0	0	1	0	0
Sports	0	0	0	0	1	0	0
Health	0	0	0	0	0	1	0
First Aid	0	0	0	1	0	1	0
Driver's Ed. (Mandatory)	0	0	0	0	0	0	1
Gymnastics	0	0	0	0	1	0	0
Science							
AP Biology	0	1	0	0	0	0	0
AP Chemistry	0	1	0	0	0	0	0
Chemistry Tech.	0	0	1	0	0	0	0
Pharmacy	0	0	1	0	0	0	0
Advanced Science	0	0	0	0	1	0	0
Wildlife Manage.	0	0	0	0	1	0	0
Botany	0	0	0	0	1	0	0
Advanced Biology	0	0	0	0	1	0	1
Environmental Studies	0	0	0	0	0	1	0
Social Studies							
AP Amer. History	0	1	3	0	0	0	0
World Religions	0	0	1	0	0	0	0
Psychology	0	0	4	5	1	2	0
Economics	0	0	2	1	2	3	0
Modern History	0	0	1	0	0	1	0
Legal Studies	0	0	2	1	0	0	0
Contemporary Problems	0	0	0	1	0	1	0
Philosophy	0	0	0	1	1	0	0
Values Clarification	0	0	0	0	1	0	0
Politics	0	0	0	0	1	1	0
Voc./Tech.							
Voc. Exploration	0	1	0	0	1	0	0
Distributive Ed.	0	0	0	0	0	1	0
Others							
Computer Science	0	0	1	0	3	1	0
Computer Prog.	0	0	1	4	0	0	0
Data Processing	0	0	0	2	0	0	0
Notetaking and study skills	0	0	1	0	0	0	0
Radiology	0	0	0	1	0	0	0
Sex Education	0	0	0	3	1	0	0
Photography	0	0	0	1	0	0	0
Mining	0	0	0	1	0	0	0
Beginning Engineering	0	0	0	2	0	0	0
Parenting Ed.	0	0	0	0	1	0	0
Time Management	0	0	0	0	1	0	0
Life Skills	0	0	0	0	1	0	0

Although numerous courses were recommended, few were noted by many respondents. Latin was the most frequently recommended course. Members of six of the seven groups (34 respondents) cited Latin for inclusion in the GW curriculum. German was recommended by 10 respondents. Psychology and economics were noted by a relatively high number of respondents (12 and 8, respectively). Several students and parents of GW students expressed interest in computer related courses. With the possible exception of Latin, there does not appear to be an overall perceived need for additional courses at GW.

Evaluation Question #14: How adequate is the articulation between the curricula of the feeder schools and George Washington? The main question is addressed totally by three subquestions. The first subquestion concerns the frequency of formal meetings, which include GW staff members and staff members of the feeder schools, regarding curriculum. The GW teachers were asked to rate their knowledge of the content of courses that are prerequisite to the course(s) that they teach as well as the instructional methods used in the prerequisite courses. A survey item was also used to resolve the final subquestion. The third survey item asked feeder school teachers to rate their knowledge of the content and instructional methods used in course(s) that are in their discipline at GW. The primary sources of data were items on four instruments: (1) GW administrators (Form A, item 10); (2) GW teachers (Form C, items 16-18); (3) feeder school administrators (Form F, item 5); and (4) feeder school teachers (Form G, items 5, 8-9). Hence, curricular articulation is defined by the frequency of formal communication and knowledge of course content and instructional methodology.

Subquestion #1: How frequently do formal curriculum meetings, which include GW staff members and the staff members of at least one feeder school, occur during a school year? Administrators from GW (Form A, item 10) and the feeder schools (Form F, item 5) were asked to note the frequency of staff participation in GW-feeder school meetings. Teachers from GW (Form C, item 18) and the feeder schools (Form G, item 5) were asked to note the frequency of their participation in such meetings. Frequency was defined identically on each of the four instruments: (1) very frequently (4 or more times per year); (2) frequently (2 or 3 times per year); (3) not very frequently (once a year); and (4) not frequently at all (zero times per year).

Two of the three GW administrators noted that formal meetings concerning curriculum, which included members of their staff and the staff of at least one feeder school, were held two or three times per year. Washington Junior High and Spring Hill Junior High administrators checked not frequently at all. John Adams administrators noted about once a year.

Overall teacher responses by school are presented in Table 70. The responses are not provided by department because: (1) GW and feeder school departmental designations are not always identical; (2) some feeder school departments had only one responding member (anonymity must be protected) and (3) teacher responses were fairly similar across departments. When possible, extreme high and extreme low frequencies will be discussed by department.

TABLE 70

GEORGE WASHINGTON SENIOR HIGH SCHOOL AND FEEDER SCHOOL TEACHERS: PERCENT OF RESPONSE FOR FREQUENCY OF FORMAL MEETINGS CONCERNING CURRICULUM

	% of Response					
Overall Departments	Very Frequently	Frequently	Not Very Frequently	Not Freq. At All	Omit	N[a]
Geo. Washington	7.7	63.5	21.2	3.8	3.8	52
Washington	0.0	27.3	27.3	45.5	0.0	11
Spring Hill	0.0	0.0	8.3	83.3	8.3	12
John Adams	0.0	17.6	50.0	29.4	2.9	34

[a] N = number of teachers

The majority (63.5%) of GW teachers noted that formal curriculum oriented meetings occur frequently (two or three times per year). A higher percentage of Spring Hill teachers (83.3%) than Washington (45.5%) or John Adams (29.4%) teachers checked the not frequently at all option (zero times per year). No GW or feeder school department showed extreme high or extreme low frequencies of meetings. A central theme evolving from the data generated for Evaluation Question #5, subquestion #3 (ways for feeder school professionals to improve student achievement at GW) was to improve articulation/communication between GW and the feeder schools. These results plus the results presented in Table 70 strongly support increasing the frequency of GW-feeder school staff interaction.

Subquestion #2: How knowledgeable are GW teachers concerning: (1) the content of courses that are prerequisite to the courses that they teach and (2) the instructional methods used in the prerequisite courses? George Washington teachers (Form C, item 16) were asked to rate their knowledge of the content of prerequiste courses that are offered at GW and/or the feeder schools. A second survey item (Form C, item 17) asked the GW teachers to rate their knowledge of the instructional methods used in course(s) that are prerequisite to their courses and offered at GW and/or the feeder schools. Tables 71-74 present the findings concerning knowledge of prerequisite course content.

TABLE 71

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE CONTENT (OFFERED AT GEORGE WASHINGTON SENIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	100.0	0.0	0.0	0.0	0.0	0.0	3
English	60.0	20.0	10.0	0.0	0.0	10.0	10
Fine Arts	66.7	0.0	0.0	0.0	0.0	33.3	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	80.0	20.0	0.0	0.0	0.0	0.0	5
Pract. Arts	20.0	0.0	0.0	0.0	40.0	40.0	5
Science	80.0	0.0	0.0	0.0	20.0	0.0	5
Social Studies	66.7	16.7	0.0	0.0	16.7	0.0	6
Voc./Tech.	50.0	0.0	0.0	0.0	50.0	0.0	2
Not Given/Other	44.4	11.1	0.0	0.0	11.1	33.3	9
Overall	61.5	9.6	1.9	0.0	11.5	15.4	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 72

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE CONTENT (OFFERED AT WASHINGTON JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	20.0	50.0	30.0	0.0	0.0	0.0	10
Fine Arts	100.0	0.0	0.0	0.0	0.0	0.0	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	20.0	80.0	0.0	0.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	40.0	20.0	0.0	0.0	20.0	20.0	5
Social Studies	16.7	33.3	16.7	16.7	16.7	0.0	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	44.4	11.1	0.0	0.0	11.1	33.3	9
Overall	32.7	32.7	9.6	1.9	11.5	11.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 73

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE CONTENT (OFFERED AT SPRING HILL JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	20.0	50.0	30.0	0.0	0.0	0.0	10
Fine Arts	66.7	33.7	0.0	0.0	0.0	0.0	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	0.0	80.0	0.0	20.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	20.0	20.0	20.0	0.0	20.0	20.0	5
Social Studies	0.0	33.3	33.3	16.7	16.7	0.0	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	22.2	11.1	11.1	0.0	11.1	44.4	9
Overall	21.2	34.6	15.4	3.8	11.5	13.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 74

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE CONTENT (OFFERED AT JOHN ADAMS JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	20.0	60.0	20.0	0.0	0.0	0.0	10
Fine Arts	100.0	0.0	0.0	0.0	0.0	0.0	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	40.0	60.0	0.0	0.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	40.0	20.0	0.0	0.0	20.0	20.0	5
Social Studies	66.7	0.0	0.0	16.7	16.7	0.0	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	44.4	11.1	0.0	0.0	11.1	33.3	9
Overall	40.4	28.8	5.8	1.9	11.5	11.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

Typically, GW teachers rated their knowledge of the content of prerequisite courses offered at GW higher than they rated their knowledge of prerequisite courses offered at the feeder schools. About 70% of the GW teachers indicated that they were at least knowledgeable about courses offered at GW that are prerequisite to the course(s) that they teach. Nearly 12% of the teachers noted that there are no courses offered at GW that are prerequisite to the courses that they teach. A higher percentage of GW teachers indicated they they were at least knowledgeable about prerequisite courses offered at John Adams (69.2%) than such courses at Washington (65.4%) or Spring Hill (55.8%). Inspection of the data (Tables 72-74) by department can help GW and feeder school decision-makers identify specific communication needs.

The results of the second survey item, which concerned GW teacher knowledge of instructional methods used in prerequisite courses, are presented in Tables 75-78.

TABLE 75

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE INSTRUCTIONAL METHODS (OFFERED AT GEORGE WASHINGTON SENIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	100.0	0.0	0.0	0.0	0.0	0.0	3
English	40.0	20.0	0.0	30.0	0.0	10.0	10
Fine Arts	33.3	33.3	0.0	0.0	0.0	33.3	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	60.0	40.0	0.0	0.0	0.0	0.0	5
Pract. Arts	20.0	0.0	0.0	0.0	40.0	40.0	5
Science	80.0	20.0	0.0	0.0	0.0	0.0	5
Social Studies	66.7	16.7	0.0	0.0	0.0	16.7	6
Voc./Tech.	50.0	0.0	0.0	0.0	50.0	0.0	2
Not Given/Other	44.4	11.1	0.0	0.0	11.1	33.3	9
Overall	55.8	15.4	0.0	5.8	7.7	15.4	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 76

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE INSTRUCTIONAL METHODS (OFFERED AT WASHINGTON JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	0.0	30.0	20.0	50.0	0.0	0.0	10
Fine Arts	33.3	33.3	0.0	33.3	0.0	0.0	3
Foreign Language	100.0	0.0	0.0	0.0	0.0	0.0	4
Math	0.0	40.0	40.0	20.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	40.0	0.0	20.0	20.0	0.0	20.0	5
Social Studies	0.0	33.3	50.0	16.7	0.0	0.0	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	22.2	33.3	0.0	0.0	11.1	33.3	9
Overall	17.3	28.8	17.3	17.3	7.7	11.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 77

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE INSTRUCTIONAL METHODS (OFFERED AT SPRING HILL JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	0.0	30.0	20.0	50.0	0.0	0.0	10
Fine Arts	33.3	66.7	0.0	0.0	0.0	0.0	3
Foreign Language	75.0	0.0	25.0	0.0	0.0	0.0	4
Math	0.0	20.0	40.0	40.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	20.0	0.0	40.0	20.0	0.0	20.0	5
Social Studies	0.0	16.7	16.7	50.0	0.0	16.7	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	22.2	22.2	11.1	0.0	11.1	33.3	9
Overall	13.5	25.0	19.2	21.2	7.7	13.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

TABLE 78

PERCENT OF TEACHER RESPONSE[a] BY DEPARTMENT AND OVERALL FOR KNOWLEDGE OF PREREQUISITE COURSE INSTRUCTIONAL METHODS (OFFERED AT JOHN ADAMS JUNIOR HIGH SCHOOL)

	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Business	0.0	100.0	0.0	0.0	0.0	0.0	3
English	0.0	50.0	10.0	40.0	0.0	0.0	10
Fine Arts	33.3	66.7	0.0	0.0	0.0	0.0	3
Foreign Language	75.0	25.0	0.0	0.0	0.0	0.0	4
Math	0.0	40.0	40.0	20.0	0.0	0.0	5
Pract. Arts	0.0	20.0	20.0	0.0	40.0	20.0	5
Science	40.0	0.0	20.0	20.0	0.0	20.0	5
Social Studies	16.7	66.7	0.0	16.7	0.0	0.0	6
Voc./Tech.	0.0	0.0	0.0	0.0	50.0	50.0	2
Not Given/Other	33.3	22.2	0.0	0.0	11.1	33.3	9
Overall	19.2	38.5	9.6	13.5	7.7	11.5	52

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is prerequiste to the course(s) that I teach.

[b] N = number of George Washington teachers

About 70% of the responding GW teachers indicated that they were at least knowledgeable about the instructional methods used in the prerequisite courses that are offered at GW. A higher percentage of GW teachers noted that they were at least knowledgeable about prerequisite courses offered at John Adams (57.7%) than such courses offered at Washington (46.1%) or Spring Hill (38.5%). The percentage of GW teachers indicating that no prerequisite courses are offered at the junior high level was the same for all feeder schools (7.7%). Inspection of the departmental data (Tables 75-78) may help GW and feeder school decision-makers identify specific communication needs.

Subquestion #3: How knowledgeable are feeder school teachers concerning: (1) the content of course(s) in their discipline that are offered at GW and (2) the instructional methods used in course(s) in their discipline that are offered at GW? Feeder school teachers (Form G, item 8) were asked to rate their knowledge of the content of GW course(s) that are in their discipline. A second survey item (Form G, item 9) asked feeder school teachers to rate their knowledge of the instructional methods used in GW courses that are in their discipline. Concern for maintaining anonymity prevents the presentation of the survey findings by department for each school. The overall department findings by feeder school are presented first (Table 79), then the overall school findings by department (Table 80) are presented. The same format will be followed for each of the two subquestion components.

TABLE 79

PERCENT OF TEACHER RESPONSE[a] BY FEEDER SCHOOL
FOR KNOWLEDGE OF RELATED
GEORGE WASHINGTON COURSE CONTENT

Overall Departments	% of Response A	B	C	D	E	Omit	N[b]
Washington	0.0	45.5	27.3	9.1	9.1	9.1	11
Spring Hill	0.0	25.0	41.7	16.7	8.3	8.3	12
John Adams	26.5	44.1	17.6	8.8	2.9	0.0	34

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course in my discipline is offered at George Washington.

[b] N = number of feeder school teachers

A higher percentage of John Adams teachers (70.6%) than Washington (45.5%) or Spring Hill (25%) teachers indicated that they were at least knowledgeable about the content of GW course(s) that are offered in their discipline. Table 80 presents the findings by department for the feeder schools considered together.

TABLE 80

PERCENT OF OVERALL FEEDER SCHOOL TEACHER RESPONSE[a] BY DEPARTMENT FOR KNOWLEDGE OF RELATED COURSE CONTENT

Overall Feeder Schools	% of Response A	B	C	D	E	Omit	N[b]
English	0.0	25.0	37.5	37.5	0.0	0.0	8
Fine Arts	0.0	25.0	50.0	0.0	25.0	0.0	4
Foreign Language	0.0	50.0	50.0	0.0	0.0	0.0	2
Math	0.0	80.0	20.0	0.0	0.0	0.0	5
Pract. Arts	33.3	33.3	0.0	0.0	33.3	0.0	3
Science	20.0	40.0	0.0	20.0	20.0	0.0	5
Social Studies	0.0	66.7	33.3	0.0	0.0	0.0	9
Voc./Tech.	0.0	40.0	20.0	0.0	20.0	0.0	4
Not Given/Other	35.3	23.5	23.5	11.8	0.0	5.9	17
Overall	14.0	40.4	26.3	10.5	7.0	1.6	57

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course in my discipline is offered at George Washington.

[b] N = number of feeder school teachers

The large number of teachers in the not given/other category precludes all but tentative statements concerning the relative knowledge of feeder teachers by department. One such statement is that feeder school math teachers are more knowledgeable than feeder school English teachers about courses offered in their discipline at GW.

The overall department by feeder school findings for the second component of this subquestion are presented in Table 81.

TABLE 81

PERCENT OF TEACHER RESPONSE[a] BY FEEDER SCHOOL FOR KNOWLEDGE OF INSTRUCTIONAL METHODS USED IN RELATED GEORGE WASHINGTON COURSES

Overall Departments	% of Response A	B	C	D	E	Omit	N[b]
Washington	9.1	27.3	27.3	18.2	9.1	9.1	11
Spring Hill	0.0	8.3	58.3	16.7	8.3	8.3	12
John Adams	14.7	35.3	35.3	8.8	2.9	2.9	34

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course in my discipline is offered at George Washington.

[b] N = number of feeder school teachers

A higher percentage of John Adams teachers (50.0%) than Washington (36.4%) or Spring Hill (8.3%) indicated that they were at least knowledgeable about the methods used in related GW courses. These findings are parallel to the findings obtained in regard to feeder school teacher knowledge of related GW course content. Table 82 presents the findings by department for the feeder schools taken together.

TABLE 82

PERCENT OF OVERALL FEEDER SCHOOL TEACHER RESPONSE[a] BY DEPARTMENT FOR KNOWLEDGE OF INSTRUCTIONAL METHODS USED IN RELATED GEORGE WASHINGTON COURSES

Overall			% of Response				
Feeder Schools	A	B	C	D	E	Omit	N[b]
English	0.0	25.0	37.5	37.5	0.0	0.0	8
Fine Arts	25.0	0.0	50.0	0.0	25.0	0.0	4
Foreign Language	50.0	0.0	0.0	50.0	0.0	0.0	2
Math	0.0	40.0	60.0	0.0	0.0	0.0	5
Pract. Arts	0.0	33.3	33.3	0.0	33.3	0.0	3
Science	20.0	20.0	20.0	20.0	0.0	20.0	5
Social Studies	0.0	44.4	55.6	0.0	0.0	0.0	9
Voc./Tech.	0.0	50.0	25.0	0.0	25.0	0.0	4
Not Given/Other	17.6	23.5	35.2	11.8	0.0	11.8	17
Overall	10.5	28.1	38.6	12.3	5.3	5.3	57

[a] Teacher response: A, Very knowledgeable; B, Knowledgeable; C, Not very knowledgeable; D, Not knowledgeable at all; and E, No course is offered in my discipline at George Washington.

[b] N = number of feeder school teachers

Across departments between 25 and 50% of the responding teachers noted that they were at least knowledgeable about instructional methods used in related GW courses. No comparative statements about departments seem warranted. As with the GW teachers, the feeder school teachers are probably more knowledgeable about content than methods.

When considering the results for subquestion #1, #2 and #3, it appears that GW and John Adams teachers have the highest: (1) frequency of formal communication; (2) knowledge of each others course content and (3) knowledge of each others instructional methods. The data also seems to indicate that the lowest frequency of communication, knowledge of content and methods was between Spring Hill and GW teachers. Washington and GW results fall in the middle on each of the three subquestions.

Perhaps, the greatest need for improved communication/articulation is between Spring Hill and GW. The results of Evaluation #5, subquestion #3 (Table 15) suggest several methods of improving communication/articulation: (1) implement teacher exchange program; (2) establish a feeder school area curriculum coordinating committee and (3) increase frequency of visitations (students, teachers and administrators). The data generated for Evaluation Question #11 (ways to facilitate the transition from traditional to modular scheduling) also support teacher and student visitations. Perhaps, the findings obtained for subquestion #2 and #3 should be considered baseline data. That is, the data could be compared with data obtained after the implementation of a pilot curricular articulation strategy.

Evaluation Question #15: What is the relationship between the criteria used for course placement and subsequent success in that course? The subquestion asked GW students (Form D, item 4-5) to assess the benefit of the course placement procedures for students at each of three academic ability levels and overall. The results will be presented by grade level under the subquestion.

The English, Mathematics, Science, and Social Studies departments use a combination of prior grades, test scores (CTBS) and teacher judgement for placing students into courses. The resolution of the main question serves to determine the relationship of each criterion with course success (first semester grades). The GW counselors are a vital part of the placement process. Placement in the English 10X course was selected for examination based on the recommendation of a GW counselor. English 10X (sophomores - above average) is primarily a writing course. Grammar, spelling, vocabulary, and usage skills, which are needed for successful writing, are also emphasized. The criteria used for placement (1979-80) in English 10X included: (1) freshmen English grades; (2) ninth grade CTBS scores (Verbal Battery, Total Reading and Total Language) and (3) teacher judgement. Quantification of teacher judgement could not be obtained. Hence, only freshmen grades and selected CTBS scores will be correlated with first semester English 10X grades. The source of data was three randomly selected students from each of 15 seminars. Scores and grades could be obtained for 36 of the 45 students. Only the data for such students were included in the correlations.

The relative predictive value of the criteria will be inferred from the magnitudes of the coefficients of determination (correlation coefficient squared). Table 83 presents the correlation coefficients.

TABLE 83

INTERCORRELATION MATRIX: PLACEMENT PROCEDURES

Variables	Y	A	B	C	D
English 10X Grades (Y)	--	0.39*	0.25	0.36*	0.43**
Fresh. Eng. Grades (A)	--	--	-0.28	-0.06	0.29
Verbal Battery (B)	--	--	--	0.40*	0.25
Total Reading (C)	--	--	--	--	0.39*
Total Language (D)	--	--	--	--	--

* $p \leq 0.05$
** $p \leq 0.01$

The correlation coefficients of primary interest (i.e., correlation of each criterion with English 10X grades) were presented in first row of Table 83. Inspection of Table 83 indicates that freshmen English grades, Total Reading and Total Language are significantly ($p \leq 0.05$) related to English 10X grades. Factors that tend to reduce the magnitude of the correlation coefficients include: (1) a relatively small sample size ; (2) the ordinal nature of grades (i.e., subject to more error); (3) restriction of range resulting from homogenous grouping (i.e., most grades and test scores were high); and (4) differences in grading procedures. In order to determine the relative value of each criterion, coefficients of determination were calculated; see Table 84.

TABLE 84

COEFFICIENTS OF DETERMINATION:
PLACEMENT PROCEDURES

	% of Common Variance			
Variables	Freshmen Eng. Grades	Verbal Battery	Total Reading	Total Language
Eng. 10X Grades (Y)	15.21	6.25	12.96	18.49

Table 84 indicates that about 19 and 15 percent of the differences in English 10X grades can be explained by Total Language scores and freshman English grades, respectively. It appears that Total Language scores are the best predictors of English 10X grades. Verbal Battery scores account for the least amount of variance (6.3%) in the English 10X grades. The significant correlation between freshman English and English 10X grades and the apparent independence (i.e., lack significant correlation) of freshman English grades and CTBS scores support the continued use of freshman English grades as part of the placement procedure for English 10X. The data also support using Total Reading scores for placement. Overall the placement procedure seems successful.

The main question was resolved by the aforementioned findings. However, worthwhile information can also be obtained by considering the relationship between English 10X grades and each of several combinations of the placement criteria; see Table 85.

TABLE 85

MULTIPLE CORRELATION MATRIX:
PLACEMENT PROCEDURES

Variables	Placement Criteria[a]					
	A+B	A+C	A+D	B+C	B+D	C+D
Eng. 10X Grades (Y)	0.54	0.55	0.51	0.38	0.45	0.48

[a] Placement criteria: A, Freshman English grades; B, Verbal Battery; C, Total Reading; and D, Total Language.

The relatively small sample size prevents the legitimate calculation of more than a three variable (i.e., English 10X grades and two placement criteria) multiple correlation coefficient. When considered in combination, freshman English grades and Total Reading scores showed the strongest relationship with English 10X grades. Table 86 presents the coefficients of multiple determination.

TABLE 86

COEFFICIENTS OF MULTIPLE DETERMINATION:
PLACEMENT PROCEDURES

Variables	Placement Criteria[a]					
	A+B	A+C	A+D	B+C	B+D	C+D
Eng. 10X Grades (Y)	29.16	30.25	26.01	14.44	20.25	23.04

[a] Placement criteria: A, Freshman English grades; B, Verbal Battery; C, Total Reading; and D, Total Language.

About 30% of variance (differences) in English 10X grades can be explained by freshman English grades and Total Reading scores taken together. This combination is slightly better than: (1) freshman English grades and Verbal Battery scores (about 29%) and (2) freshman English grades and Total Language scores (about 26%). Within the three variable limitation, the best (least error) prediction equation for English 10X grades (Y) includes: (1) freshman English grades (A) and Total Reading scores (C); see below.

$$Y' = .630 + .538(A) + .214(C)$$

The standard error of multiple estimate is 0.531. Hence, it is expected that the actual English 10X grades would fall within plus or minus 0.531 (a little more than a half of a letter grade) about 68% of the time.

Subquestion #1: How do students feel about the adequacy of placement procedures? George Washington students were asked (Form D, items 4-5) to react (agree to disagree) to statements concerning the benefit of course placement procedures for students at three academic ability levels and overall. Table 87 presents the results for the first item by grade level and overall.

TABLE 87

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR ATTITUDE TOWARD THE BENEFIT OF COURSE PLACEMENT PROCEDURES BY ACADEMIC ABILITY LEVELS

Grade Levels Course placement procedures are beneficial for students with:	% of Response Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Sophomores						
a. Below average academic ability	47.7	39.4	10.1	1.8	0.9	109
b. Average academic ability	59.6	34.9	3.7	1.8	0.0	109
c. Above average academic ability	70.6	25.7	2.8	0.9	0.0	109
Juniors						
a. Below average academic ability	58.9	27.8	7.8	4.4	1.1	90
b. Average academic ability	63.3	31.1	2.2	2.2	1.1	90
c. Above average academic ability	71.1	21.1	3.3	2.2	2.2	90
Seniors						
a. Below average academic ability	45.5	38.6	7.9	6.9	1.0	101
b. Average academic ability	53.5	35.6	6.9	3.0	1.0	101
c. Above average academic ability	72.3	20.8	4.0	2.0	1.0	101
Overall GW Students						
a. Below average academic ability	50.3	35.7	8.7	4.3	1.0	300
b. Average academic ability	58.7	34.0	4.3	2.3	0.7	300
c. Above average academic ability	71.3	22.7	3.3	1.7	1.0	300

[a] N = number of students

Overall GW students, 94% at least probably agreed that course placement procedures are beneficial for students with above average academic ability. About 93% and 86% of the responding students at least probably agreed that procedures are beneficial for average academic ability students and below average academic ability students, respectively. There was little difference in the patterns of response among the three grade levels. Ability grouping was cited (Evaluation Question #5) as a strategy to enhance student achievement. According to the findings for Evaluation Question #5, subquestion #1, about 31% of the GW administrators and teachers felt that ability grouping was most beneficial for middle achieving students. About 27% and 9% of the GW administrators and teachers selected low achieving students and high achieving students, respectively. About 33% of the respondents selected more than one achievement level.

Table 88 provides students' reaction (agree to disagree) to the following statement: overall, the course placement procedures are quite adequate.

TABLE 88

GEORGE WASHINGTON SENIOR HIGH STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE FOR OVERALL ADEQUACY OF COURSE PLACEMENT PROCEDURES

	% of Response					
Grade Levels	Agree	Probably Agree	Probably Disagree	Disagree	Omit	N[a]
Sophomores	67.0	21.1	8.3	2.8	0.9	109
Juniors	67.8	25.6	2.2	3.3	1.1	90
Seniors	61.4	21.8	9.9	4.0	3.0	101
Overall	65.3	22.7	7.0	3.3	1.6	300

[a] N = number of students

Inspection of Table 88 suggests that GW students have a very positive attitude toward the adequacy of course placement procedures.

Evaluation Question #16: How do George Washington students feel about the adequacy of selected aspects of the instructional program? The first three subquestions asked GW students (Form D, items 6-9) to rate the: (1) clarity of course goals by department; (2) fairness of grading procedures by department (prior to and during the first year of the 1979-80 mandated grading policy) and (3) relevance (in meeting student needs) of course content and school in general. Subquestions #4 and #5 asked recent GW graduates (Form J, items 8-9) to note: (1) which type of instructional setting (quest, seminar or large group) was most beneficial and (2) which academic area provided the best preparation. The main question is totally resolved by the five subquestions. The results of the first three subquestions will be presented by grade level and overall.

Subquestion #1: How do GW students feel about the clarity of stated course goals? One survey item (Form D, item 6) asked the GW students to rate the clarity of goals in courses that they were taking in each of nine departments. Table 89 presents the results by grade level and overall for each department.

TABLE 89

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESONSE[a] FOR ATTITUDE TOWARD CLARITY OF COURSE GOALS BY DEPARTMENT AND OVERALL

Grade Levels	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Sophomores							
Business	8.3	15.6	6.4	0.9	65.1	3.7	109
English	38.5	43.1	11.0	2.8	2.8	1.8	109
Fine Arts	19.3	6.4	6.4	2.8	61.5	3.7	109
Foreign Lang.	23.8	16.5	11.0	6.4	38.5	3.7	109
Math	37.6	38.5	16.5	3.7	1.8	1.8	109
Pract. Arts	7.3	11.0	5.5	2.8	69.7	3.7	109
Science	42.2	29.4	15.6	6.4	3.7	2.8	109
Social Studies	52.3	28.4	11.9	2.8	1.8	2.8	109
Voc./Tech.	5.5	6.4	3.7	1.8	77.1	5.5	109
Overall Depts.	26.1	21.7	9.8	3.4	35.8	3.3	109
Juniors							
Business	24.4	15.6	13.3	2.2	40.0	4.4	90
English	36.7	48.9	6.7	3.3	3.3	1.1	90
Fine Arts	21.1	12.2	10.0	6.7	42.2	7.8	90
Foreign Lang.	22.2	24.4	13.3	6.7	30.0	3.3	90
Math	34.4	32.2	20.0	1.1	10.0	2.2	90
Pract. Arts	13.3	15.6	7.8	3.3	53.3	6.7	90
Science	36.7	32.2	14.4	4.4	10.0	2.2	90
Social Studies	32.2	31.1	15.6	7.8	13.3	0.0	90
Voc./Tech.	16.7	14.4	8.9	2.2	48.9	8.9	90
Overall Depts.	26.4	25.2	12.2	4.2	27.9	4.1	90
Seniors							
Business	33.7	24.8	10.9	3.0	25.7	2.0	101
English	41.6	41.6	10.9	5.9	0.0	0.0	101
Fine Arts	13.9	22.8	4.9	4.0	49.5	4.9	101
Foreign Lang.	9.9	21.8	8.9	7.9	47.5	4.0	101
Math	25.7	32.8	17.8	4.9	17.8	0.9	101
Pract. Arts	10.9	18.8	3.0	2.0	60.4	4.9	101
Science	33.7	31.7	9.9	3.0	16.8	4.9	101
Social Studies	24.7	21.8	19.8	4.0	22.8	6.9	101
Voc./Tech.	16.8	12.9	5.9	3.0	56.4	4.9	101
Overall Depts.	23.4	25.4	10.2	4.2	33.0	3.7	101

TABLE 89 (Con't.)

Grade Levels Departments	% of Response A	B	C	D	E	Omit	N[b]
Overall Grade Levels							
Business	21.7	18.7	10.0	2.0	44.3	3.3	300
English	39.0	44.3	9.7	4.0	2.0	1.0	300
Fine Arts	18.0	13.7	7.0	4.3	51.7	5.3	300
Foreign Lang.	18.7	20.7	11.0	7.0	39.0	3.7	300
Math	32.7	34.7	18.0	3.3	9.7	1.7	300
Pract. Arts	10.3	15.0	5.3	2.7	61.7	5.0	300
Science	37.7	31.0	13.3	4.7	10.0	3.3	300
Social Studies	37.0	27.0	15.7	4.7	12.3	3.3	300
Voc./Tech.	12.7	11.0	6.0	2.3	61.7	6.3	300
Overall Depts. and Grade Levels	25.3	24.0	10.7	3.9	32.5	3.7	300

[a] Response: A, Very clear; B, Clear; C, Not very clear; D, Not clear at all; and E, Don't know (not taking a course in that department).

[b] N = number of students

At each grade level and department, the percentages of positive responses (very clear and clear) were greater than the percentages of negative responses (not very clear and not clear at all). These data provide support for the clarity of course goals. They could be used as baseline data in the assessment of pilot strategies designed to improve student attitude toward the clarity of course goals. Comparisons among grade levels and departments cannot be made because of differences in the percentages of students that selected option E (don't know - not taking a course in that department). To facilitate such comparisons, the percentages of positive responses (based on the number of students that selected options A-D) are presented in Table 90.

TABLE 90

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: FOR PERCENT OF POSITIVE RESPONSES[a] FOR ATTITUDE TOWARD CLARITY OF COURSE GOALS BY DEPARTMENT AND OVERALL

	% of Positive Response			
Departments	Sophomores	Juniors	Seniors	Overall Grade Levels
Business	76.5	72.0	80.8	77.1
English	85.6	89.5	83.2	85.9
Fine Arts	73.7	66.7	80.4	73.6
Foreign Language	69.8	70.0	65.3	68.6
Math	79.1	76.0	72.0	75.9
Practical Arts	69.0	72.2	85.7	76.0
Science	76.5	78.5	83.5	79.2
Social Studies	84.6	73.1	66.2	75.9
Voc./Tech.	68.4	73.7	76.9	74.0
Overall Depts.	78.4	75.9	77.2	77.2

[a] Positive Responses: A, Very clear and B, Clear.

The majority (at least 65.3%) of responding students at each department/grade level combination and overall noted that course goals were at least clear. The highest percentage of positive responses (89.5%) was provided by juniors in regard to the English Department. The English Department also received the highest overall percentage of positive responses. The overall departments percentages of positive responses were similar across grade levels. Implications for the communication of course goals may be ascertained by GW teachers by examining grade level variations in the percentages of positive responses. For example, the Practical Arts, Science and Vocational/Technical Departments showed steady increases in the percentages of positive responses from sophomore and senior grade levels. The findings presented in Table 90 provides additional support for the clarity of course goals.

Subquestion #2: How do GW students feel about the fairness of course grading procedures? One survey item (Form D, item 7) asked sophomores, juniors and seniors to rate the fairness of 1979-80 course grading procedures. Juniors and seniors were also asked to rate grading procedures which were used prior to the implementation of the 1979-80 Kanawha County Schools Grading Policy. Hopefully, attitudes, which are simply an artifact of implementing a new policy, can be identified. Tables 91 and 92 present the findings by grade level and overall for each department.

TABLE 91

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE[a] FOR ATTITUDE TOWARD FAIRNESS OF COURSE GRADING PROCEDURES (1979-80) BY DEPARTMENT AND OVERALL

Grade Levels Departments	% of Response A	 B	 C	 D	 E	 Omit	 N[b]
Sophomores							
Business	8.3	16.5	3.7	2.7	62.4	6.4	109
English	32.1	46.8	12.8	5.5	0.9	1.8	109
Fine Arts	16.5	5.5	8.3	3.7	61.5	4.6	109
Foreign Language	19.3	15.6	16.5	8.3	37.6	2.7	109
Math	21.1	47.7	16.5	11.9	0.9	1.8	109
Practical Arts	8.3	10.1	5.5	5.5	66.1	4.6	109
Science	23.8	35.8	21.1	13.8	2.7	2.7	109
Social Studies	17.4	52.3	17.4	10.1	0.9	1.8	109
Voc./Tech.	3.7	2.7	2.7	2.7	82.6	5.5	109
Overall Depts.	16.7	25.9	11.6	7.1	35.1	3.6	109
Juniors							
Business	5.5	17.8	12.2	12.2	48.9	3.3	90
English	12.2	47.8	23.3	13.3	2.2	1.1	90
Fine Arts	6.7	20.0	6.7	6.7	53.3	6.7	90
Foreign Language	5.5	30.0	15.5	6.7	36.7	5.5	90
Math	6.7	23.3	36.7	18.9	10.0	4.4	90
Practical Arts	5.5	8.9	6.7	6.7	64.4	7.8	90
Science	18.9	31.1	18.9	10.0	15.5	5.5	90
Social Studies	12.2	16.7	28.9	31.1	8.9	2.2	90
Voc./Tech.	6.7	12.2	7.8	7.8	56.7	8.9	90
Overall Depts.	8.9	23.1	17.4	12.6	33.0	5.1	90
Seniors							
Business	18.8	24.8	15.8	10.9	24.8	4.9	101
English	32.7	33.7	20.8	10.9	0.0	2.0	101
Fine Arts	6.9	14.8	4.0	5.9	61.4	6.9	101
Foreign Language	6.9	11.9	9.9	5.9	59.4	5.9	101
Math	13.9	18.8	27.7	12.9	23.8	3.0	101
Practical Arts	6.9	13.9	4.9	5.9	61.4	6.9	101
Science	12.9	26.7	19.8	11.9	21.8	6.9	101
Social Studies	9.9	26.7	13.9	9.9	34.6	4.9	101
Voc./Tech.	8.9	10.9	3.0	4.0	66.3	6.9	101
Overall Depts.	13.1	20.2	13.3	8.7	39.3	5.4	101

TABLE 91 (Con't.)

Grade Levels Departments	A	B	C	D	E	Omit	N[b]
	% of Response						
Overall Grade Levels							
Business	11.0	19.7	10.3	8.3	45.7	5.0	300
English	26.3	42.7	18.7	9.7	1.0	1.7	300
Fine Arts	10.3	13.0	6.3	5.3	59.0	6.0	300
Foreign Language	11.0	18.7	14.0	7.0	44.7	4.7	300
Math	14.3	30.7	26.3	14.3	11.3	3.0	300
Practical Arts	7.0	11.0	5.7	6.0	64.0	6.3	300
Science	18.7	31.3	20.0	12.0	13.0	5.0	300
Social Studies	13.3	33.0	19.7	16.3	14.7	3.0	300
Voc./Tech.	6.3	8.3	4.3	4.7	69.3	7.0	300
Overall Depts. and Grade Levels	13.1	23.1	13.9	9.3	35.9	4.6	300

[a] Response: A, Very fair; B, Fair; C, Not very fair; D, Not fair at all; and E, Don't know (not taking a course in that department).

[b] N = number of students

TABLE 92

GEORGE WASHINGTON SENIOR HIGH SCHOOL JUNIORS AND SENIORS: PERCENT OF RESPONSE[a] FOR ATTITUDE TOWARD FAIRNESS OF COURSE GRADING PROCEDURES (1978-79) BY DEPARTMENT AND OVERALL

Grade Levels	% of Response						
Departments	A	B	C	D	E	Omit	N[b]
Juniors							
Business	13.3	16.7	4.4	6.7	44.4	14.4	90
English	31.1	38.9	10.0	5.6	2.2	12.2	90
Fine Arts	15.6	14.4	4.4	2.2	44.4	18.9	90
Foreign Language	20.0	21.1	6.7	3.3	31.1	17.8	90
Math	31.1	31.1	12.2	5.6	6.7	13.3	90
Practical Arts	8.9	13.3	2.2	4.4	55.6	15.6	90
Science	35.6	24.4	6.7	10.0	7.8	15.6	90
Social Studies	27.8	27.8	17.8	8.9	4.4	13.3	90
Voc./Tech.	10.0	8.9	4.4	3.3	55.6	17.8	90
Overall Depts.	21.5	21.9	7.7	5.6	28.0	15.4	90
Seniors							
Business	28.7	20.8	4.0	4.0	26.7	15.8	101
English	43.6	35.6	3.0	5.0	0.0	12.9	101
Fine Arts	15.8	8.9	5.9	2.0	51.5	15.8	101
Foreign Language	18.8	15.8	6.9	3.0	39.6	15.8	101
Math	32.7	34.7	5.0	4.0	10.9	12.9	101
Practical Arts	13.9	10.9	1.0	4.0	53.5	16.8	101
Science	35.6	24.8	5.0	5.0	13.9	15.8	101
Social Studies	27.7	25.7	8.9	5.0	16.8	15.8	101
Voc./Tech.	9.9	11.9	1.0	[illegible]	57.4	17.8	101
Overall Depts.	25.2	21.0	4.5	3.7	30.0	15.5	101

[a] Response: A, Very fair; B, Fair; C, Not very fair; D, Not fair at all; and E, Don't know (not taking a course in that department).

[b] N = number of students

The overall departments percentages of positive responses (very fair and fair), which were presented in Tables 91 and 92, suggest that the 1979-80 Kanawha County Schools Grading Policy may have had a slightly negative effect on students' attitude toward course grading procedures. More specific inferences do not seem appropriate since: (1) the students did not enroll in the same courses each year; (2) teacher turnover may have occured; (3) curricular changes may have occured; and (4) differences were noted in the percentages of students that selected option E (don't know - not taking a course in that department). Additionally, all departments may not have been equally vigorous in the implementation of the 1979-80 grading policy.

At each grade level, the overall departments percentages (Table 91) of positive responses (very fair and fair) were greater than the percentages of negative responses (not very fair and not fair at all). Among juniors, the percentages of positive responses for the Business, Mathematics and Social Studies Departments were less than the percentages of negative responses. The percentages of negative responses noted by seniors also were greater than the percentages of positive responses noted by seniors for the Mathematics Department. However, overall grade levels all departments showed greater percentages of positive than negative responses. These data provide support for the fairness of course grading procedures. In addition, they could be used as baseline data in the assessment of pilot strategies designed to improve student attitudes toward the fairness of course grades. Comparisons among grade levels and departments cannot be made because of differences in the percentages of students that selected option E (don't know - not taking a course in that department). To facilitate such comparisons, the percentages of positive responses (based on the numbers of students that selected options A-D) are presented in Table 93.

TABLE 93

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF POSITIVE RESPONSES[a] FOR ATTITUDE TOWARD FAIRNESS OF COURSE GRADES BY DEPARTMENT AND OVERALL

Departments	% of Positive Response Sophomores	Juniors	Seniors	Overall Grade Levels
Business	79.4	48.8	62.0	62.2
English	81.1	62.1	67.8	70.9
Fine Arts	64.9	66.7	68.8	66.7
Foreign Language	58.5	61.5	54.3	58.6
Math	70.8	35.1	44.6	52.5
Practical Arts	62.5	52.0	65.6	60.7
Science	63.1	63.4	55.6	61.0
Social Studies	71.7	32.5	60.7	56.3
Voc./Tech.	53.9	54.8	74.1	62.0
Overall Depts.	69.4	51.6	60.2	61.0

[a] Postive Responses: A, Very fair and B, Fair.

Overall departments and grade levels, 61% of the respondents noted that course grading procedures were at least fair. Overall departments, higher percentages of positive responses were noted by sophomores (69.4%) than by juniors (51.6%) or seniors (60.2%). Overall grade levels, the English Department received the highest percentages (70.9%) of positive responses and the Mathematics Department received the lowest percentages (52.5%) of positive responses. Since it is likely that some students may give up if they perceive course grading procedures as not fair at all, the findings of this subquestion are important. Perhaps, variations in the percentages of positive responses across grade levels would be worth discussing at departmental meetings. The data presented in Tables 91 and 93 support the fairness of course grading procedures.

Subquestion #3: How do GW students feel about the relevance of course content? One survey item (Form D, item 8) asked GW students to rate the relevance (i.e., in meeting their needs) of course content. Students were also asked (Form D, item 9) to rate the relevance of school. Survey item 9 simply provides additional information. It was found that about 90% of the responding students (at each grade level and overall) noted that school was at least relevant. The findings for survey item 8 are presented in Table 94.

TABLE 94

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: PERCENT OF RESPONSE[a] FOR ATTITUDE TOWARD RELEVANCE OF COURSE CONTENT BY DEPARTMENT AND OVERALL

Grade Levels			% of Response				
Departments	A	B	C	D	E	Omit	N[b]
Sophomores							
Business	10.1	11.0	3.7	0.9	68.8	5.5	109
English	44.0	46.8	5.5	0.9	0.9	1.8	109
Fine Arts	11.0	10.1	5.5	1.8	67.0	4.6	109
Foreign Language	12.8	19.3	18.3	7.3	38.5	3.7	109
Math	34.9	45.9	12.8	3.7	0.9	1.8	109
Practical Arts	4.6	6.4	5.5	2.8	74.3	6.4	109
Science	23.9	44.0	19.3	7.3	3.7	1.8	109
Social Studies	33.9	45.9	12.8	3.7	1.8	1.8	109
Voc./Tech.	3.7	4.6	2.8	1.8	82.6	4.6	109
Overall Depts.	19.9	26.0	9.6	3.4	37.6	3.6	109
Juniors							
Business	23.3	13.3	8.9	2.2	48.9	3.3	90
English	42.2	46.7	8.9	1.1	1.1	0.0	90
Fine Arts	6.7	13.3	6.7	3.3	61.1	8.9	90
Foreign Language	5.6	28.9	15.6	2.2	40.0	7.8	90
Math	32.2	34.4	13.3	4.4	14.4	1.1	90
Practical Arts	6.7	8.9	3.3	2.2	70.0	8.9	90
Science	40.0	23.3	6.7	6.7	15.6	7.8	90
Social Studies	23.3	40.0	20.0	8.9	5.6	2.2	90
Voc./Tech.	10.0	10.0	5.6	1.1	67.8	5.6	90
Overall Depts.	21.1	24.3	9.9	3.6	36.0	5.0	90
Seniors							
Business	35.6	21.8	8.9	4.0	24.8	5.0	101
English	46.5	39.6	6.9	4.0	2.0	1.0	101
Fine Arts	14.9	13.9	5.9	5.9	58.4	1.0	101
Foreign Language	13.9	11.9	8.9	6.9	53.5	5.0	101
Math	28.7	27.7	11.9	5.9	23.8	2.0	101
Practical Arts	5.9	13.9	5.0	5.0	63.4	6.9	101
Science	35.6	24.8	9.9	5.9	18.8	5.0	101
Social Studies	20.8	27.7	14.9	4.0	27.8	5.0	101
Voc./Tech	11.9	11.9	3.0	4.0	63.4	5.9	101
Overall Depts.	23.8	21.4	8.4	5.1	37.3	4.1	101

TABLE 94 (Con't.)

Grade Levels Departments	% of Response A	B	C	D	E	Omit	N[b]
Overall Grade Levels							
Business	22.7	15.3	7.0	2.3	48.0	4.7	300
English	44.3	44.3	7.0	2.0	1.3	1.0	300
Fine Arts	11.0	12.3	6.0	3.7	62.3	4.7	300
Foreign Language	11.0	19.7	14.3	5.7	44.0	5.3	300
Math	32.0	36.3	12.7	4.7	12.7	1.7	300
Practical Arts	5.7	9.7	4.7	3.3	69.3	7.3	300
Science	32.7	31.3	12.3	6.7	12.3	4.6	300
Social Studies	26.3	38.0	15.7	5.3	11.7	3.0	300
Voc./Tech.	8.3	8.7	3.7	2.3	71.7	5.3	300
Overall Depts. and Grade Levels	21.6	24.0	9.3	4.0	37.0	4.1	300

[a] Response: A, Very relevant; B, Relevant; C, Not very relevant; D, Not relevant at all; and E, Don't know (not taking a course in that department).

[b] N = number of students

At each grade level and department, the percentages of positive responses (very relevant and relevant) were greater than the percentages of negative responses (not very relevant and not relevant at all). These data provide support for the relevance of course content. Additionally, they could be used as baseline data in the assessment of pilot strategies designed to improve student attitude toward the relevance of course content. Comparisons among grade levels and departments cannot be made because of differences in the percentages of students that selected option E (don't know - not taking a course in that department). To facilitate such comparisons, the percentages of positive responses (based on the number of students that selected options A-D) are presented in Table 95.

TABLE 95

GEORGE WASHINGTON SENIOR HIGH SCHOOL STUDENTS BY GRADE LEVEL AND OVERALL: FOR PERCENT OF POSITIVE RESPONSES[a] FOR ATTITUDE TOWARD THE RELEVANCE OF COURSE CONTENT BY DEPARTMENT AND OVERALL

	% of Positive Response			
Departments	Sophomores	Juniors	Seniors	Overall Grade Levels
Business	82.1	76.7	81.7	80.3
English	93.4	89.9	88.8	90.8
Fine Arts	74.2	66.7	70.7	70.7
Foreign Language	55.6	66.0	61.9	60.5
Math	83.0	79.0	76.0	79.8
Practical Arts	57.1	73.7	66.7	65.7
Science	71.9	82.6	79.2	77.1
Social Studies	82.9	68.7	72.1	75.4
Voc./Tech.	64.3	75.0	77.4	73.9
Overall Depts.	78.0	77.2	77.1	77.4

[a] Positive Responses: A, Very relevant and B, Relevant.

The majority (at least 55.6%) of responding students at each department/grade level combination and overall noted that course content was at least relevant. The highest percentage of positive responses (93.4%) was provided by sophomores in regard to the English Department. The English Department also received the highest overall percentage of positive responses. The overall departments percentages of positive responses were very similar across grade levels. Additional insights may be gained by examining grade level variations in the percentages of positive responses. The data provide strong support for the relevance of course content.

It appears that the majority of GW students feel that: (1) course goals are clear; (2) course grading procedures are fair and (3) course content is relevant. The synthesis of specific inferences and implications from the simultaneous inspection of the findings for subquestions

1-3 is left to the GW administrators, counselors and teachers.

Subquestion #4: Which type of instructional setting is considered most beneficial by recent GW graduates? One survey item (Form J, item 8) asked a sample of GW graduates to select one of three types of instructional settings as most beneficial. As previously mentioned, the survey was administered to a 25% random sample of 1979 graduates. About 40% of the requested sample returned the completed survey. There is no evidence to support that the actual sample (those returning the survey) is represenative of the total 1978-79 graduating class. Hence, caution must be used in interpreting the results. The results for this subquestion are presented in Table 96.

TABLE 96

GEORGE WASHINGTON SENIOR HIGH SCHOOL 1979 GRADUATES:
PERCENT OF RESPONSE FOR BENEFICIAL TYPE OF
INSTRUCTIONAL SETTING

	% of Response/Type of Instructional Setting			
Quest	Seminar	Large Group	> 1	Omit
8.8	79.4	5.9	2.9	2.9

About 80% of the responding graduates selected seminar as the most beneficial instructional setting.

Subquestion #5: Within which academic area do recent GW graduates feel that they had the best preparation? One survey item (Form J, item 9) asked a sample of GW graduates to select the one academic area that provided the best preparation. The findings are presented in Table 97.

TABLE 97

GEORGE WASHINGTON SENIOR HIGH SCHOOL 1979 GRADUATES: PERCENT OF RESPONSE FOR AREA OF BEST PREPARATION

% of Response/Area of Best Preparation							
Business	Language Arts	Math	Practical Arts	Science	Social Studies	> 1	Omit
17.7	20.6	14.7	2.9	23.5	8.8	11.8	0.0

The Science Department received the highest percentage of response, but the high degree of variability in the responses prevents a definite resolution of the subquestion. The restrictions mentioned under subquestion #4, which concerned the lack of support for representativeness of findings, are also appropriate for subquestion #5. It should be noted that Evaluation Question #7, subquestion #1 provided information (e.g., educational programs, employment) about the responding graduates.

Social Acceptance at GW

Social acceptance at GW was the fourth priority noted during the context evaluation. Members of four of the nine interview groups identified social acceptance as an area of concern. The most frequently mentioned comments among the four groups concerned: (1) involvement of Washington Junior High and Spring Hill Junior High students in extracurricular activites and (2) transition from junior to senior high school. Evaluation Question #11 addressed junior to senior high transition. Other dimensions within this area are in regard to : (1) the possibility of bias toward former Washington Junior High and Spring Hill Junior High students among other GW students (e.g., labelling) and (2) the possibility of bias toward other GW students among former Washington and Spring Hill Junior High students (e.g., rumors and miscommunication).

As the fourth priority, this area will receive considerably less attention than the first three priority areas. One major evaluation question (17), which evolved from the aforementioned critical dimensions, will be examined in this section. The primary sources of data will be noted within the major evaluation question.

Evaluation Question #17: Is participation in selected school activities independent of feeder school affiliation? As noted in the Interim Evaluation Report (pp. 22-23), consideration of the subquestion (reasons for lack of participation in school activities) is contingent upon the results of the major question. The primary sources of data was the rosters of clubs and athletic teams. A GW administrator requested the rosters from all club sponsors and/or coaches. About 50% of the sponsors/coaches submitted the needed information. The Chi Square Test of Independence was used to determine if there is a significant ($p \leq 0.05$) relationship between participation in extracurricular activities and feeder school affiliation. More specifically, the question asks whether or not participation is contingent on feeder school affiliation. In addition, lack of involvement in extracurricular activities is considered a general indicator of interfeeder school bias. This approach seems appropriate to the extent that: (1) working and playing together builds mutual acceptance among students from the three major feeder schools and (2) involvement in extracurricular activities helps students develop an esprit de corps. Chi square values for each activity are presented in Table 98.

TABLE 98

CHI SQUARE FOR EXTRACURRICULAR ACTIVITY PARTICIPATION AND FEEDER SCHOOL AFFILIATION

Extracurricular Activities	Chi Square	Probability Less Than	Findings
Clubs			
Art	5.11	0.08	NS[a]
Distributive Ed.	4.83	0.09	NS
Future Business Leaders of America	0.78	0.68	NS
GW Chorus	16.29	0.01	Sign[b]
All County Chorus	7.80	0.02	Sign
All State Chorus	3.59	0.17	NS
GW Singers	11.05	0.01	Sign
Humane Society	3.63	0.16	NS
Revellier Newspaper	1.61	0.45	NS
History Bowl	0.72	0.70	NS
Jr. Class Officer	1.78	0.41	NS
Bowling	7.53	0.02	Sign
Cheerleaders	1.70	0.43	NS
Dance Company	3.27	0.20	NS
Patriot Yearbook	5.19	0.08	NS
Sports			
Baseball	3.53	0.17	NS
Basketball (Boys - B Team)	0.02	0.99	NS
Basketball (Girls)	1.90	0.39	NS
Cross Country	1.13	0.57	NS
Track (Boys)	6.86	0.03	Sign
Tennis (Boys)	2.54	0.72	NS
Tennis (Girls)	4.00	0.14	NS
Volleyball (Girls)	5.11	0.08	NS
Wrestling	0.95	0.62	NS

[a] NS = not significant - participation is independent of feeder school affiliation.

[b] Sign = significant - participation is significantly related to feeder school affiliation.

Participation in about 80% of the activities was independent of feeder school affiliation. That is, the three major feeder school groups did not significantly ($p \leq 0.05$) differ with respect to participation in 80% of the activities. If a relatively high percentage of activities had showed significant relationships (i.e., a disproportionately high or low number of participants from one feeder school), then further examination of interfeeder school bias would be warranted.

Only 20% of the activities showed significant relationships. When one considers the numerous reasons (i.e., in addition to interfeeder school bias) that could have caused a significant relationship, 20% seems quite small. The significant relationships, which occured for All County Chorus, Chorus, and GW Singers, were caused by a disportionately high number of participants from Washington Junior High. Bowling had a disportionately high number of participants from Washington Junior High and Spring Hill Junior High. Boys Track had a disportionately high number of participants from John Adams Junior High. Overall, the data suggest that students from each feeder area have an opportunity to participate in extracurricular activities. According to the specifications established in the context evaluation, no further analysis is warranted.

Discipline

Discipline was the fifth priority area noted during the context evaluation. Members of six of the nine interview groups identified discipline as an area of concern. However, discipline was not considered the most important concern among any of the groups. The major dimensions within this area include: (1) the effectiveness of current methods of discipline and (2) comparison of feeder junior high and GW disciplinary records. Trends in the frequency of problem areas and the relationship between types of misbehavior and types of disciplinary action were noted within the first dimension. The comparison of disciplinary records was noted in regard to the identification of the number of: (1) junior high problem students that continued to be recipients of disciplinary action at GW; (2) junior high problem students that do not continue to be recipients of disciplinary action at GW and (3) students that were not discipline problems in junior high, but became recipients of disciplinary action at GW.

As the least priority area being considered in this study, discipline will receive the least depth of examination. Three evaluation questions (18-20) evolved directly from the two critical dimensions. Procedures are recommended for the resolution of Evaluation Question #18. Some quantitative data were collected in regard to the final two major questions. However, the data should be considered a concrete example of a potentially valuable investigative technique, rather than a source of noteworthy inferences. The sources and limitations of the data will be discussed within the last two major questions.

Evaluation Question #18: How effective are current disciplinary methods (suspension) by problem areas (skipping class) and overall? Disciplinary records at GW are systematically maintained. Assuming this high level efficiency is continued, the following steps are recommended: (1) maintain a monthly problem area by disciplinary action grid (see Table 99); (2) note monthly increases and decreases (trends) in each cell frequency (e.g., 5 students in the skipping by suspension cell for September) and overall; (3) make special note of students who continue to be discipline problems after disciplinary action; (4) calculate recidivism rates (i.e., number of repeats divided by the total number of students) for each cell, type of problem area, type of disciplinary action and overall; (4) identify changes in recidivism rates at three month intervals; (5) identify the methods with the highest and lowest recidivism rate for each problem area and overall; and (6) determine which problem areas have the highest and lowest recidivism rates. Essentially, two indicators of the efficacy of disciplinary methods/actions are suggested: (1) trends in the frequency of disciplinary actions and (2) recidivism rates. In addition to assessing the overall effectiveness of disciplinary methods, this procedure could help GW administrators: (1) decide which methods are most and least appropriate for each problem area and (2) identify the problem areas that need the most additional effort to resolve. Technical assistance will be available from the Department of Research and Evaluation. Table 99 presents the suggested grid.

TABLE 99

SUGGESTED DATA COLLECTION GRID[a] FOR DISCIPLINE

	Frequency - Types of Disciplinary Action			
Problem Areas	Loss of Un-Structured Time	Suspension	In-school Suspension	Etc.
Destruction of School Property				
Skipping Class				
Illegal Substance				
Tardiness				
etc.				

[a] Grid: problem areas and types of disciplinary action are purely hypothetical.

Evaluation Question #19: Do students who were frequent recipients of disciplinary action in junior high school continue or discontinue to receive such action at George Washington? No subquestions are included under this major question, but it should be noted that Evaluation Question #20 is quite similar to Evaluation Question #19. That is, both questions involve a comparison of feeder junior high school and GW disciplinary records. Administrators from the three feeder schools and GW were asked to provide a list of students that were frequent recipients of disciplinary action. The GW list included only sophomores (1979-80). The lists from the feeder schools included only freshman (1978-79). Hence, comparisons could be made between the lists. As previously noted, the data provide a concrete example of a potentially valuable investigative technique, rather than a source of noteworthy inferences. The primary limitation of this source of data is establishing a mutually agreed upon definition of a discipline problem. This limitation applies to the results of Evaluation Question #19 and #20. The findings for Evaluation Question #19 are presented in Table 100.

TABLE 100

NUMBER OF STUDENTS THAT FREQUENTLY RECEIVED DISCIPLINARY ACTION IN JUNIOR HIGH SCHOOL AND CONTINUED/DISCONTINUED TO RECEIVE SUCH ACTION AT GEORGE WASHINGTON

Feeder Schools	Number of Students that Received Disciplinary Action at: GW and Feeder School (Continue)	Feeder School Only (Discontinue)
Washington	2	10
Spring Hill	0	0
John Adams	7	8
Overall	9	18

About 33% of the students that received disciplinary action in junior high school also were recipients of such action at GW. The remaining students (67%) received disciplinary action at their feeder school, but not at GW. Inferences from these data are limited by the adequacy of the evaluator's definition and the administrators' interpretation of what constitutes a discipline problem. The potential for this investigative technique will be discussed under Evaluation Question #20.

Evaluation Question #20: Do students who were not frequent recipients of disciplinary action in junior high school become recipients of disciplinary action at George Washington? No subquestions are included under this major question. This question is the reciprocal of Evaluation Question #19. The limitation and source of data, which were discussed under Evaluation Question #19, apply to Evaluation Question #20. Findings are presented in Table 101.

TABLE 101

NUMBER OF STUDENTS THAT DID NOT RECEIVE DISCIPLINARY ACTION IN JUNIOR HIGH SCHOOL BUT RECEIVED SUCH ACTION AT GEORGE WASHINGTON

Feeder School	Number of Students that Received Disciplinary Action at: GW and Feeder School	GW Only
Washington	2	4
Spring Hill	0	1
John Adams	7	15
Overall	9	29

About 75% of the sophomores that received disciplinary action at GW did not frequently receive such action as freshman. This finding seems no more logical than the finding noted for Evaluation Question #19 (i.e., 67% of the junior high recipients of disciplinary action did not receive such action GW). When the previously mentioned limitation is rectified, GW administrators should be able to use this approach for: (1) early identification of sophomores that may become recipients of disciplinary action and (2) additional insight concerning the effectiveness of disciplinary methods. Perhaps, strategies could be developed/improved to help the identified sophomores before they misbehave at GW. The thrust is helping not labelling the students.

SUMMARY OF CRITICAL FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This portion of the study will be presented in three sections: (1) summary of critical findings; (2) conclusions and (3) recommendations. Findings for each area of concern, which most nearly parallel the perceived intent of the critical dimensions, will be summarized in the first section. However, exclusion of a finding from this section does not mean that the finding is not important. Time and concern for brevity prevent a more extensive listing of findings.

For the purposes of this study, a conclusion is an aggregate of critical findings, which have been consistently noted over several sources of data and possibly within more than one area of concern. Recommendations will be listed in the final section. Implications will be discussed in support of the recommendations.

Summary of Critical Findings

Achievement: According to the context evaluation, achievement was the number one priority. Members of eight of the nine interview groups identified achievement as an area of concern. Critical findings, which evolved from seven major evaluation questions and thirteen subquestions, are listed below.

1. Especially for 1979-80 and for five of the previous seven years, the GW annual dropout rate was lower than the overall dropout rate for Kanawha County senior high schools.

2. The GW dropout rate showed a definite downward trend over the past three years.

3. Over the past four years, there has been a decrease in the percentage of GW dropouts that were former Washington Junior High students.

4. For 1979-80, there was not a disproportionately high number of GW dropouts from either Washington Junior High or Spring Hill Junior High.

5. Overall feeder schools and tests (CTBS), about the same percentage of low achieving students (i.e., students scoring in the lower three stanines on the ninth grade Total Basic Skills measure) as high achieving students (i.e., students scoring in the upper three stanines on the ninth grade Total Basic Skills measure) improved or stayed the same relative to the national norm.

6. The achievement (six measures from the CTBS) trends (1977-78 to 1979-80) of former Washington Junior High students compared favorably to the trends of former John Adams and Spring Hill Junior High students.

7. The mean scores for GW were higher than the overall county high school mean scores for each year (1977-78 to 1979-80) and test (six measures from the CTBS) under study.

8. Overall, the GW achievement (six measures of the CTBS) trends (1977-78 to 1979-80) compared quite favorably to county trends (e.g., GW showed a positive trend and the county had a negative trend for the Total Language measure).

9. About 33% of the 15 instructional methods/strategies/special programs, which were identified as being used to enhance achievement, focused on the needs of low achievers.

10. Junior high school administrators and teachers could best improve achievement at GW by implementing the suggested methods that fall in the area of articulation/coordination/communication.

11. There was much evidence of outstanding levels of achievement among GW students.

12. When GW graduates consider themselves successful in their education programs and/or jobs, they usually attribute their success to experiences at GW.

Use of Unstructured Time: According to the context evaluation, use of unstructured time was the second priority. Members of seven of the nine interview groups identified the use of unstructured time as an area of concern. Critical findings, which evolved from five major evaluation questions and five subquestions, are listed below.

1. The most frequent type of teacher-student contact, which occurred during unstructured time, was discussions of course related assignments (e.g., projects, reports, homework).

2. Teacher-student contact (i.e., on unstructured time) was reported as occurring at 50 different locations (e.g., hall, cafeteria, teacher's office, classrooms).

3. The most frequent types of library activities were studying, reading, working on English assignments, and researching.

4. Studying, experiencing remediation and asking questions were frequently identified lab activities.

5. The art resource room was most frequently used for woodblock and studying.

6. Relatively frequent positive uses of unstructured time included: (a) reading and/or studying in the library; (b) participating in extracurricular activities; (c) individual learning with a teacher in the teacher's office or classroom; (d) using equipment (e.g., type-

writers, calculators) in classrooms; and (e) making/meeting appointments with counselors, teachers or tutors.

7. Most students use unstructured time rather than class time to visit a guidance counselor.

8. Between 38 and 45% of the responding students and teachers indicated that at least 60% of students' unstructured time was usually (i.e., at 75% of the time) used for educationally positive activities.

9. Less unstructured time was wasted in the library and lab than in areas other than labs, but low percentages of abuses were noted for each.

10. The majority of the members of all nine respondent groups noted that the use of modular scheduling at GW: (a) provides for greater flexibility in course offerings and (b) develops students' decision making skills.

11. The two statements concerning modular scheduling at GW, which typically received lower percentages of positive responses, were in the areas of discipline and community support.

12. The majority of responding GW administrators, counselors, teachers and students, parents of GW students, ninth grade students provided positive responses for at least ten of the eleven statements regarding the use of modular scheduling at GW.

13. Students, GW staff and parents of GW students expressed more consistently positive responses toward aspects of modular scheduling than feeder school staff members and parents of feeder school students.

14. Modular scheduling at GW and educational opportunities in Kanawha County were perceived by professional educators, students and parents as being more beneficial for average and above average students

than for below average students.

15. Methods designed to facilitate the transition from traditional to modular scheduling that received the highest levels of support included: (a) all day orientation for ninth graders; (b) course of study bulletin and (c) special counselor handouts.

16. Involving GW students in the transition process was the most frequently suggested "other" method (i.e., a method not included on the survey instruments, but written in by the respondents).

17. Methods, which were suggested to help students use their unstructured time wisely, fell into three categories: (a) curriculum and instruction; (b) facilities and (c) policy.

18. George Washington teachers, students and parents of GW students agreed that the best way for students to use their unstructured time is reading and/or studying in the library.

19. Preferred and actual uses of unstructured time were in fair agreement.

20. George Washington offered more courses during 1979-80 than during other examined school years (1965-66, 1967-68, and 1971-72).

Curriculum and Instruction: According to the context evaluation, curriculum and instruction was the third priority. Members of six of the nine interview groups identified curriculum and instruction as an area of concern. Critical findings, which evolved from four major evaluation questions and ten subquestions, are listed below.

1. George Washington provides a rich course offering.

2. The majority of GW staff members and recent graduates indicated that more courses are needed at GW.

3. In regard to the need for more courses at GW, the most frequent

response from GW students was no and don't know was the most frequent response from parent groups.

4. Although numerous courses were recommended for inclusion in the GW curriculum, few (e.g., Latin) were noted by many respondents.

5. Curricular articulation (i.e., frequency of formal communication and mutual knowledge of course content and instructional methodology) was best between GW and John Adams and worst between GW and Spring Hill.

6. George Washington and feeder school teachers were probably more knowledgeable about each others course content than each others instructional methods.

7. The freshmen English grades, Total Reading and Total Language scores, which were used for placement in English 10X, were found to be significantly related to first semester English 10X grades.

8. Singly, the Total Language measure was found to be the best predictor of English 10X grades.

9. In combination, freshman English grades and Total Reading scores were found to be the best predictors of English 10X grades.

10. Overall, GW students noted that course placement procedures are beneficial for students at each of three academic ability levels (i.e., below average, average and above average).

11. George Washington students expressed a very positive attitude toward the adequacy of course placement procedures.

12. The majority of GW students noted that: (a) course goals are clear; (b) course grading procedures are fair and (c) course content is relevant.

13. Most recent graduates selected seminar as the most beneficial type of instructional setting.

14. In regard to the academic area of best preparation, recent graduates did not provide majority support for any one department.

Social Acceptance at GW: Social acceptance at GW was the fourth priority noted during the context evaluation. Members of four of the nine interview groups identified social acceptance as an area of concern. As the fourth priority, this area received considerably less attention than the first three priority areas. The critical finding, which evolved from the major evaluation question, is provided below. The results of the major evaluation question precluded consideration of a subquestion.

1. Participation in about 80% of the extracurricular activities, which were analyzed, was independent of feeder school affiliation.

Discipline: According to the context evaluation, discipline was the fifth priority. Members of six of the nine interview groups identified discipline as an area of concern. However, discipline was not considered the most important concern by any of the groups. As the lowest priority area, discipline received the least depth of examination. Three major evaluation questions evolved from the critical dimensions of this area. Evaluation procedures were recommended for the first of the three questions. Some data were collected in regard to the final two evaluation questions. The data were used as a concrete example of a potentially valuable investigative technique. Hence, no critical findings can be listed for this area of concern.

Conclusions

Generalizations from this study are limited by the accuracy of data interpretations and by the population's characterisitcs. The results of this study seem to support the following conclusions:

1. Overall, the findings are supportive of the GW program.

2. It appears that educationally positive student uses of unstructured time occur more frequently than student abuses of unstructured time.

3. Groups that have more direct exposure to modular scheduling have more positive attitudes toward its use than groups with less direct exposure.

4. It appears that students from each feeder area have an opportunity to participate in extracurricular activities.

5. Overall, the data support the efficacy of the methods/activities that are used to facilitate the transition from traditional to modular scheduling.

Recommendations

Implications from this study evolve from the following areas: (1) needs assessment; (2) evaluation; (3) planning; and (4) communication. When appropriate, specific recommendations/suggestions were noted with the presentation of the findings. The recommendations, which will be listed in this section, will typically be based on several findings. The principal of GW and this researcher are planning several meetings. The meetings will be used for an extensive review of the findings. Hopefully, the review will result in additional implications. The findings appear to support the following recommendations:

1. The identified characteristics/symptoms of dropouts could be used by GW and feeder junior high school administrators for early identification of potential dropouts and for the generation of strategies

that will help continue the trend of dropout reduction.

2. The apparent propensity of Washington Junior High students toward dropping out of school warrants special consideration by the staff of Washington Junior High and the GW staff.

3. Trends in standardized test data should be regularly monitored and used for instructional planning.

4. George Washington and Spring Hill Junior High administrators should identify reasons for negative trends in the standardized test scores of former Spring Hill Junior High students and then formulate strategies to reverse the trends.

5. George Washington and feeder junior high decision-makers should critically examine the numerous suggestions (e.g., improve cooperation and communication between GW and feeder schools through teacher visitations) that were listed in regard to strategies that could be used by feeder school administrators to improve student achievement at GW.

6. The formal techniques (e.g., instrument development, sampling), which were developed for the follow-up of recent graduates, should be refined and used by GW staff members to supplement their informal methods of obtaining feedback (i.e., a source of evaluative data) from graduates.

7. In regard to student use of unstructured time, the Educators' Form and the Facility Form could be used to provide the GW staff with information that will be valuable for planning, time management and instruction.

8. The data that were collected in regard to the frequency positive student uses and abuses of unstructured time should be utilized as baseline data in the assessment of pilot strategies designed to: (a)

increase the frequency of positive uses of unstructured time and/or (b) adjust current frequencies of positive use to match the more preferred positive uses of unstructured time.

9. All possible positive uses of unstructured time should be clearly communicated to the incoming sophomores with a special designation given to the more preferred uses.

10. Perhaps, methods of remediation, which are possible due to modular scheduling, should be documented and communicated to parents.

11. Feeder school staff members and parents of feeder school students should be given more opportunity for direct exposure to modular scheduling.

12. Both central office and GW decision-makers should document and communicate their efforts to improve achievement among below average academic ability students.

13. In regard to facilitating the transition of students from traditional to modular scheduling, GW administrators should consider ways to maximize the effectiveness of their visits.

14. All methods/activities, which were designed to ease the transition from traditional to modular scheduling, should be continued.

15. George Washington students should be asked to become involved in the effort to facilitate the traditional to modular scheduling transition.

16. The feasibility of offering Latin should be addressed by the GW administrators.

17. The curricular articulation data/findings could be used: (a) to identify specific (i.e., by department and feeder school) communication needs and (b) as baseline data in the assessment of pilot strategies

designed to improve curricular articulation.

18. The techniques, which were used in this study to assess English 10X placement procedures, should be applied to other courses.

19. George Washington staff members should examine grade level and departmental fluctuations in the percentages of positive responses provided by GW students in regard to the clarity of course goals, fairness of grading procedures and relevance of course content.

20. The suggestions noted in regard to discipline (Evaluation Questions 18-20) should be implemented with the assistance of the Department of Research and Evaluation.

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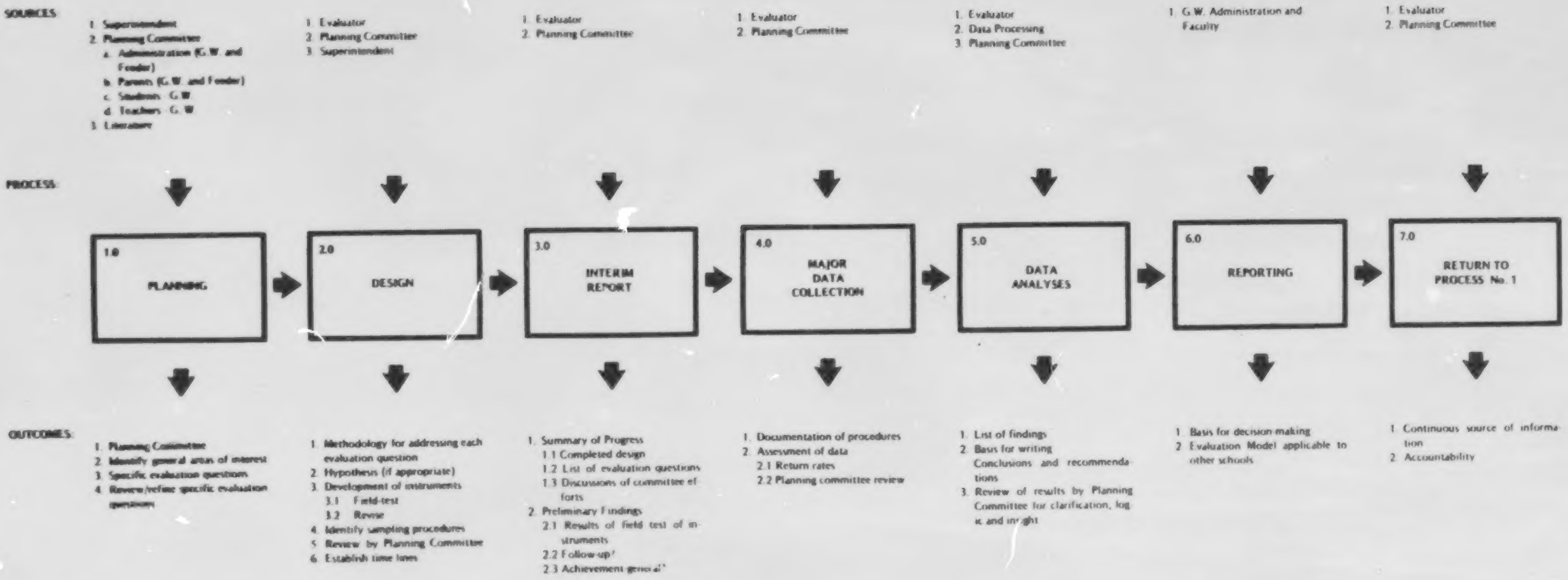
APPENDIX A

SCHOOL BASED EVALUATION MODEL



SOURCES:

1.0 PLANNING
1. Superintendent
2. Planning Committee
   a. Administration (G.W. and Feeder)
   b. Parents (G.W. and Feeder)
   c. Students - G.W.
   d. Teachers - G.W.
3. Literature

2.0 DESIGN
1. Evaluator
2. Planning Committee
3. Superintendent

3.0 INTERIM REPORT
1. Evaluator
2. Planning Committee

4.0 MAJOR DATA COLLECTION
1. Evaluator
2. Planning Committee

5.0 DATA ANALYSES
1. Evaluator
2. Data Processing
3. Planning Committee

6.0 REPORTING
1. G.W. Administration and Faculty

7.0 RETURN TO PROCESS No. 1
1. Evaluator
2. Planning Committee

PROCESS:

1.0 PLANNING → 2.0 DESIGN → 3.0 INTERIM REPORT → 4.0 MAJOR DATA COLLECTION → 5.0 DATA ANALYSES → 6.0 REPORTING → 7.0 RETURN TO PROCESS No. 1

OUTCOMES:

1.0 PLANNING
1. Planning Committee
2. Identify general areas of interest
3. Specific evaluation questions
4. Review/refine specific evaluation questions

2.0 DESIGN
1. Methodology for addressing each evaluation question
2. Hypothesis (if appropriate)
3. Development of instruments
   3.1 Field-test
   3.2 Revise
4. Identify sampling procedures
5. Review by Planning Committee
6. Establish time lines

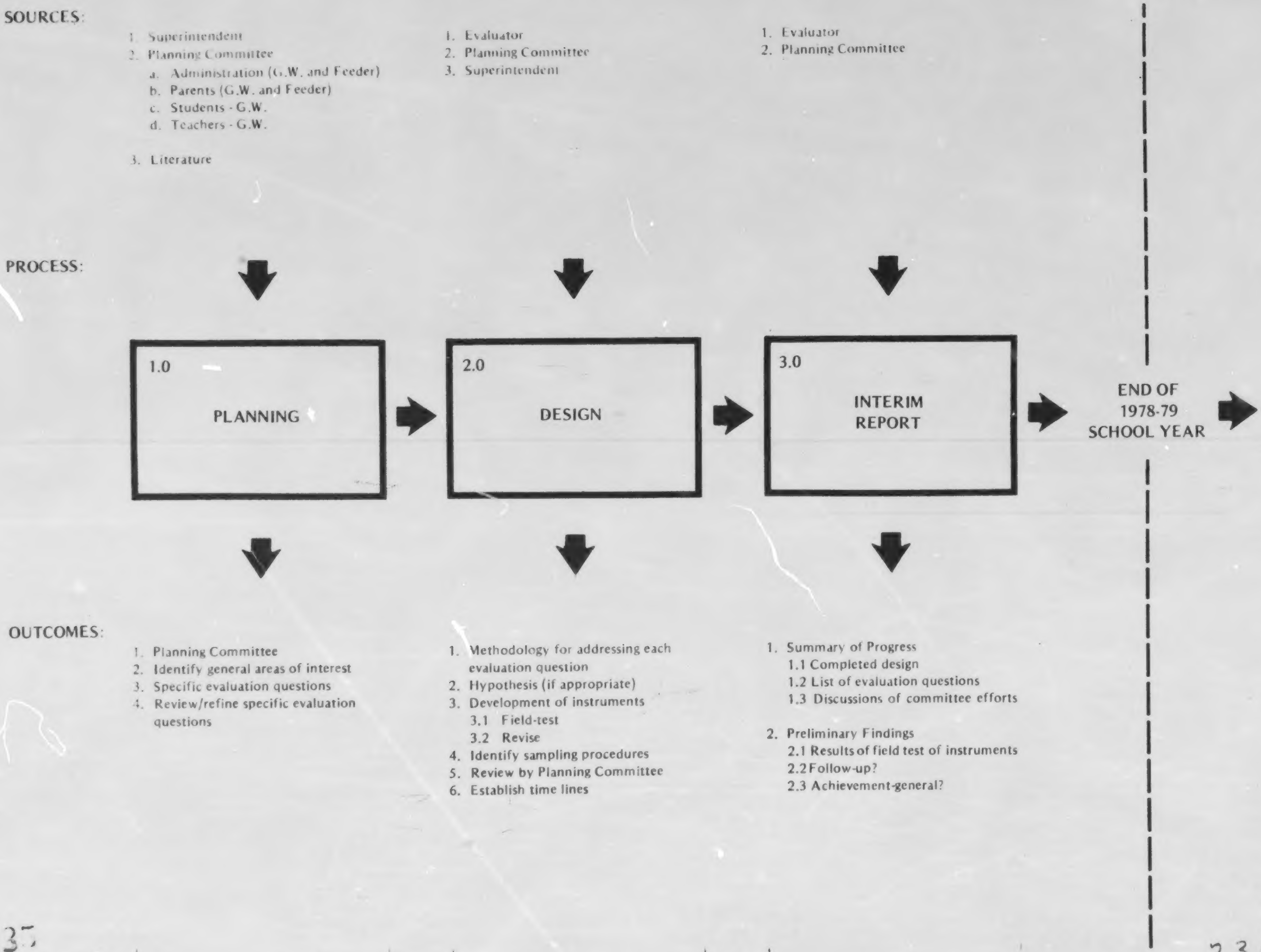
3.0 INTERIM REPORT
1. Summary of Progress
   1.1 Completed design
   1.2 List of evaluation questions
   1.3 Discussions of committee efforts
2. Preliminary Findings
   2.1 Results of field test of instruments
   2.2 Follow-up'
   2.3 Achievement general'

4.0 MAJOR DATA COLLECTION
1. Documentation of procedures
2. Assessment of data
   2.1 Return rates
   2.2 Planning committee review

5.0 DATA ANALYSES
1. List of findings
2. Basis for writing Conclusions and recommendations
3. Review of results by Planning Committee for clarification, logic and insight

6.0 REPORTING
1. Basis for decision-making
2. Evaluation Model applicable to other schools

7.0 RETURN TO PROCESS No. 1
1. Continuous source of information
2. Accountability



SOURCES:

1. Superintendent
2. Planning Committee
   a. Administration (G.W. and Feeder)
   b. Parents (G.W. and Feeder)
   c. Students - G.W.
   d. Teachers - G.W.
3. Literature

1. Evaluator
2. Planning Committee
3. Superintendent

1. Evaluator
2. Planning Committee

PROCESS:

1.0 PLANNING

2.0 DESIGN

3.0 INTERIM REPORT

END OF 1978-79 SCHOOL YEAR

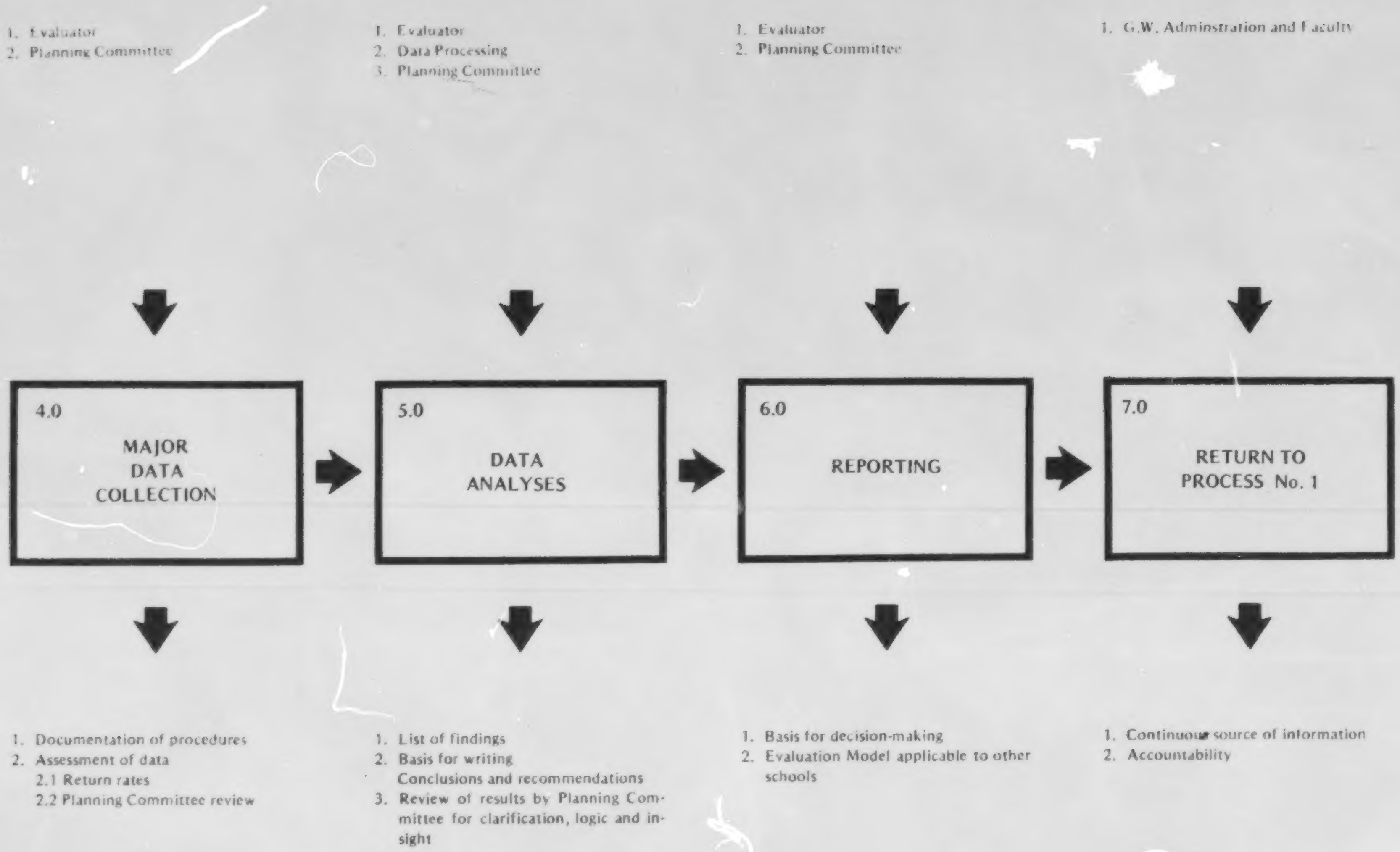
OUTCOMES:

1. Planning Committee
2. Identify general areas of interest
3. Specific evaluation questions
4. Review/refine specific evaluation questions

1. Methodology for addressing each evaluation question
2. Hypothesis (if appropriate)
3. Development of instruments
   3.1 Field-test
   3.2 Revise
4. Identify sampling procedures
5. Review by Planning Committee
6. Establish time lines

1. Summary of Progress
   1.1 Completed design
   1.2 List of evaluation questions
   1.3 Discussions of committee efforts

2. Preliminary Findings
   2.1 Results of field test of instruments
   2.2 Follow-up?
   2.3 Achievement-general?


1. Evaluator
2. Planning Committee
1. Evaluator
2. Data Processing
3. Planning Committee
1. Evaluator
2. Planning Committee
1. G.W. Adminstration and Faculty
4.0
MAJOR DATA COLLECTION
5.0
DATA ANALYSES
6.0
REPORTING
7.0
RETURN TO PROCESS No. 1
1. Documentation of procedures
2. Assessment of data
2.1 Return rates
2.2 Planning Committee review
1. List of findings
2. Basis for writing Conclusions and recommendations
3. Review of results by Planning Committee for clarification, logic and insight
1. Basis for decision-making
2. Evaluation Model applicable to other schools
1. Continuous source of information
2. Accountability

APPENDIX B

DATA COLLECTION MECHANISMS

1. Content Specifications for Surveys
2. Sources of Data Other Than Survey
3. Form A: George Washington Administrator
4. Form B: George Washington Counselor
5. Form C: George Washington Teachers
6. Form D: George Washington Students
7. Form E: Parents of George Washington Students
8. Form F: Administrator George Washington Feeder Schools
9. Form G: Teachers George Washington Feeder Schools
10. Form H: Junior High Students
11. Form I: Parents of Feeder School Students
12. Form J: Recent George Washington Graduates

CONTENT SPECIFICATIONS FOR SURVEYS

# Eval. Question	Source Topic	G. W.							Feeder Schools			
		Adm.	Coun.	T	S	P	RG	RD	Adm.	T	S	P
1.1.2.3	Dropout: description, causes, conditions needed to stay in school (0)	1	1	0	0	0	0	1	0	0	0	0
2.1.2	Dropout: differences from feeder schools (0)	0	1	0	0	0	0	1	0	0	0	0
5.0.1.2	Achievement: ways to improve	1	0	1	0	0	0	0	0	0	0	0
5.3	Achievement: ways for feeder schools to improve achievement at GW	1	1	1	1	0	0	0	1	1	0	0
7.0	Achievement: outstanding levels	1	1	1	0	0	0	0	0	0	0	0
7.1.2	Achievement: follow-up graduates	0	0	0	0	1	1	0	0	0	0	0
8.0.1.2	Unstructured Time: uses (0_2)	0	0	1	1	0	0	0	0	0	0	0
10.0.1	Modular Scheduling: advantages and disadvantages	1	1	1	1	1	0	0	1	1	1	1
11.0.1	Transition to modular scheduling	1	1	1	1	1	0	0	1	1	1	1
11.2.3	Unstructured Time: preferred uses	1	0	1	1	1	0	0	0	0	0	0
12.0.1.2	Unstructured Time: effects of reductions in amount (0)	1	1	1	0	1	0	0	1	1	0	1
13.0.1	Courses Special Programs: number compared with other schools (0)	0	0	1	1	1	0	0	0	0	0	0
14.0.1	Curriculum: communication GW and feeder schools	1	0	1	0	0	0	0	1	1	0	0
14.0.2.3	GW teacher knowledge of content of feeder school prerequisite courses and vice versa	0	0	1	0	0	0	0	0	1	0	0
16.0	Course goals, content and grading procedures: student assessment	0	0	0	1	0	0	0	0	0	0	0

SOURCES OF DATA OTHER THAN SURVEY

Eval. Question	Topic	Sources of Information
1.0.1.2.3 and 2.0.1.2	Dropout: description, causes, conditions needed to stay in school (x)	1. Student Dropout Report, West Virginia Department of Education 2. Central Office Records 3. Counselor Files
3.0.1.2 and 4.0.1.2	Achievement: test data	1. Central Office Test Files 2. Possibly - Selected Course Grades
6.0	Basics Skills Achievement	1. 1982 Results of the Kanawha County Reading and Mathematics Competency Tests
8.0.1.2	Unstructured Time: student uses(x)	1. Sign-in sheets in labs and resource rooms 2. Disciplinary Records
9.0.1	Total School Day: student and teacher uses	1. Log Form - Modified from Trump
12.0	Reduction of Unstructured Time: effects on course offering (x)	1. Historical and Current Documents
13.0	Course Special Programs: number compared with other schools (x)	1. Current Course Bulletins
14.0	Curricular Articulation: GW and feeder schools (x)	1. Current course bulletins - GW and feeder schools
15.0	Course Placement Procedures (x)	1. Criteria
17.0	Participation in Selected School Activities by Feeder School	1. Rosters for selected activities
18.0.1.2.3	Effectiveness of Current Disciplinary methods	1. Discipline Records from GW

SOURCES OF DATA OTHER THAN SURVEY (continued)

Eval. Question	Topic	Sources of Information
19.0	Discipline: effects of "GW" on students considered discipline problems in junior high	1. Feeder School and GW Discipline Records
20.0	Discipline: effects of "GW" on students not considered discipline problems in junior high	1. Feeder School and GW Discipline Records

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KANAWHA COUNTY SCHOOLS
EDUCATORS' SURVEY 1980

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The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. Thank you in advance for your cooperation.

PLEASE CHECK EACH THAT APPLIES:

POSITION:

_____ Teacher

_____ Guidance Counselor

_____ Administrator

_____ Other (Specify)

____

SCHOOL:

_____ George Washington Senior High

_____ Washington Junior High

_____ Spring Hill Junior High

_____ John Adams Junior High

DEPARTMENT (TEACHERS ONLY)

_____ Business

_____ English

_____ Fine Arts

_____ Foreign Language

_____ Mathematics

_____ Practical Arts

_____ Science

_____ Social Studies

_____ Vocational/Technical

PLEASE RETURN TO YOUR PRINCIPAL

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM A: GEORGE WASHINGTON ADMINISTRATOR

1. The following is a list of instructional strategies/methods/special programs currently being used to enhance academic achievement among George Washington students. CHECK THE ACHIEVEMENT LEVEL OF STUDENTS FOR WHICH EACH STRATEGY IS MOST BENEFICIAL. IF THE STRATEGY IS MOST BENEFICIAL IN MEETING THE NEEDS OF LOW ACHIEVING STUDENTS, THEN YOU SHOULD CHECK THE BLANK IN THE "LOW" COLUMN.

CHECK ONE FOR EACH STRATEGY.

Strategy/Method or Special Program	Students' Achievement Level		
	Low	Middle	High
a. Tutorial assistance provided by GW students regarding regular course work	____	____	____
b. Tutorial assistance provided by community volunteers regarding regular course work	____	____	____
c. Competency test remediation with community and student tutors	____	____	____
d. Computer assisted career exploration	____	____	____
e. Computer assisted college exploration	____	____	____
f. Extension courses through local colleges	____	____	____
g. Honors Program	____	____	____
h. Advanced Placement	____	____	____
i. International/Foreign Language Clubs	____	____	____
j. Amity Aides	____	____	____
k. Fine Arts through the West Virginia Arts and Humanities Council	____	____	____
l. Academic labs	____	____	____
m. Teacher availability for independent help	____	____	____
n. Ability grouping in all major subject areas	____	____	____

Strategy/Method or Special Program	Students' Achievement Level		
	Low	Middle	High
o. Community School courses	____	____	____
Others, Please specify.			
____________________	____	____	____
____________________	____	____	____
____________________	____	____	____

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.

KEY FOR ITEM 2 (TYPES OF EVIDENCE).

A. Professional Judgment
B. Student Support
C. Test Score Gains
D. Measured Gains Other Than Test Scores
E. Formal Study
F. Other
G. No Support
H. Don't Know

2. Which type of evidence best supports the effectiveness of:

____ a. Tutorial assistance provided by GW students regarding regular course work?

____ b. Tutorial assistance provided by community volunteers?

____ c. Competency test remediation with community and student tutors?

____ d. Computer assisted career exploration?

____ e. Computer assisted college exploration?

____ f. Extension courses through local colleges?

____ g. Honors Program?

____ h. Advanced Placement?

____ i. International/Foreign Language Clubs?

____ j. Amity Aides?

____ k. Fine Arts through the West Virginia Arts and Humanities Council?

____ l. Academic labs?

____ m. Teacher availability for independent help?

____ n. Ability grouping in all major subject areas?

____ o. Community school courses?

* * * * *

3. Please suggest one procedure/method/strategy that you think could be utilized by the feeder school administrators and/or their staff to improve student achievement at George Washington. Do not list a procedure that is currently being employed.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

* * * * *

4. Briefly list at least one and no more than three recent (1978-79 to present) examples of outstanding student achievement at George Washington.

PLACE EXAMPLES IN THE SPACES PROVIDED BELOW.

a. ____

____

b. ____

____

c. ____

____

* * * * *

5. Is there a need for more courses at George Washington?

___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

____

* * * * *

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 6 to 9.

If you agree with the statement, circle "A" [✓ A] PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A [✓ PA] PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA [✓ PD] D

If you disagree with the statement, circle "D" A PA PD [✓ D]

6. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations A PA PD D

b. Decreases individual student-teacher contact time A PA PD D

c. Improves overall student achievement A PA PD D

d. Is supported by the community A PA PD D

e. Increases discipline problems A PA PD D

f. Reduces student interest in learning A PA PD D

g. Improves student morale A PA PD D

h. Facilitate remediation in basic skills A PA PD D

i. Develops students' decision-making skills A PA PD D

j. Provides for greater flexibility in course offering A PA PD D

k. Decreases one-to-one teacher-student contact time A PA PD D

7. Modular scheduling is:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

8. Educational opportunities in Kanawha County are:

a.	Beneficial for students with below average academic ability	A	PA	PD	D
b.	Beneficial for students with average academic ability	A	PA	PD	D
c.	Beneficial for students with above average academic ability	A	PA	PD	D

9. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

a.	More discipline problems	A	PA	PD	D
b.	Improved teacher-student relations	A	PA	PD	D
c.	Less variety in course offerings	A	PA	PD	D
d.	Improved teacher morale	A	PA	PD	D
e.	More instructional (in-class) time for students	A	PA	PD	D
f.	Less individual teacher-student contact time	A	PA	PD	D
g.	Better preparation of students for college	A	PA	PD	D
h.	Less development of student decision-making skills	A	PA	PD	D
i.	Fewer special programs	A	PA	PD	D

* * * * *

10. How frequently are formal meetings concerning curriculum held which include members of your staff and members of the staff of at least one feeder school?

CHECK ONE

___ Very Frequently (4 or more times per year)
___ Frequently (2 or 3 times per year)
___ Not Very Frequently (once a year)
___ Not Frequently At All (zero times per year)

* * * * *

11. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____

Others, Please specify.

______________________________	____	____
______________________________	____	____
______________________________	____	____

12. Which of the following do you think are the best or most ideal ways for students to use their unstructured time?

CHECK THREE

___ a. Reading and/or studying in the library

___ b. Individual learning with a teacher in a lab

___ c. Individual learning without the assistance of a teacher in a lab

___ d. Small group learning with a teacher in a lab

___ e. Small group learning without the assistance of a teacher in a lab

___ f. Participating in extracurricular activities

___ g. Individual learning with a teacher in the teacher's office or classroom

___ h. Working together in vacant classrooms

___ i. Participating in tutoring sessions

___ j. Making/meeting appointments with counselors, teachers or tutors

___ k. Using the music practice room

___ l. Using equipment (e.g., typewriters, calculators) in classrooms

___ m. Providing services to school (e.g., scheduling team, tutoring, red cross)

___ n. Exploring college and/or job possibilities in the Counselor's Resource Area

___ o. Participating in work experience programs

Others, Please specify.

____

____

____

13. If there is a method that you would suggest to help students use their unstructured time "wisely", PLEASE WRITE YOUR SUGGESTION IN THE SPACE BELOW.

____

____

____

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PLEASE CHECK EACH THAT APPLIES:

POSITION:

_____ Teacher
_____ Guidance Counselor
_____ Administrator
_____ Other (Specify)
____

SCHOOL:

_____ George Washington Senior High
_____ Washington Junior High
_____ Spring Hill Junior High
_____ John Adams Junior High

DEPARTMENT (TEACHERS ONLY)

_____ Business
_____ English
_____ Fine Arts
_____ Foreign Language
_____ Mathematics
_____ Practical Arts
_____ Science
_____ Social Studies
_____ Vocational/Technical

PLEASE RETURN TO YOUR PRINCIPAL

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM B: GEORGE WASHINGTON COUNSELOR

1. Please suggest one procedure/method/strategy that you think could be utilized by the feeder school administrators and/or their staff to improve student achievement at George Washington. Do not list a procedure that is currently being employed.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

2. Briefly list at least one and no more than three recent (1978-79 to present) examples of outstanding student achievement at George Washington.

PLACE EXAMPLES IN THE SPACES PROVIDED BELOW.

a. ____

____

b. ____

____

c. ____

____

* * * * *

3. Is there a need for more courses at George Washington?

___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

____

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 4 to 7.

If you agree with the statement, circle "A" [✓ A] PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A [✓ PA] PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA [✓ PD] D

If you disagree with the statement, circle "D" A PA PD [✓ D]

4. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations A PA PD D

b. Decreases individual student-teacher contact time A PA PD D

c. Improves overall student achievement A PA PD D

d. Is supported by the community A PA PD D

e. Increases discipline problems A PA PD D

f. Reduces student interest in learning A PA PD D

g. Improves student morale A PA PD D

h. Facilitate remediation in basic skills A PA PD D

i. Develops students' decision-making skills A PA PD D

j. Provides for greater flexibility in course offering A PA PD D

k. Decreases one-to-one teacher-student contact time A PA PD D

5. Modular scheduling is:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

6. Educational opportunities in Kanawha County are:

   a. Beneficial for students with below average academic ability A PA PD D

   b. Beneficial for students with average academic ability A PA PD D

   c. Beneficial for students with above average academic ability A PA PD D

7. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

   a. More discipline problems A PA PD D

   b. Improved teacher-student relations A PA PD D

   c. Less variety in course offerings A PA PD D

   d. Improved teacher morale A PA PD D

   e. More instructional (in-class) time for students A PA PD D

   f. Less individual teacher-student contact time A PA PD D

   g. Better preparation of students for college A PA PD D

   h. Less development of student decision-making skills A PA PD D

   i. Fewer special programs A PA PD D

* * * * *

8. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____

Others, Please specify.

________________________________	____	____
________________________________	____	____
________________________________	____	____

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PLEASE CHECK EACH THAT APPLIES:

POSITION:

_____ Teacher

_____ Guidance Counselor

_____ Administrator

_____ Other (Specify)

____

SCHOOL:

_____ George Washington Senior High

_____ Washington Junior High

_____ Spring Hill Junior High

_____ John Adams Junior High

DEPARTMENT (TEACHERS ONLY)

_____ Business

_____ English

_____ Fine Arts

_____ Foreign Language

_____ Mathematics

_____ Practical Arts

_____ Science

_____ Social Studies

_____ Vocational/Technical

PLEASE RETURN TO YOUR PRINCIPAL

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM C: GEORGE WASHINGTON TEACHERS

1. The following is a list of instructional strategies/methods/special programs currently being used to enhance academic achievement among George Washington students. CHECK THE ACHIEVEMENT LEVEL OF STUDENTS FOR WHICH EACH STRATEGY IS MOST BENEFICIAL. IF THE STRATEGY IS MOST BENEFICIAL IN MEETING THE NEEDS OF LOW ACHIEVING STUDENTS, THEN YOU SHOULD CHECK THE BLANK IN THE "LOW" COLUMN.

CHECK ONE FOR EACH STRATEGY.

Strategy/Method or Special Program	Students' Achievement Level		
	Low	Middle	High
a. Tutorial assistance provided by GW students regarding regular course work	____	____	____
b. Tutorial assistance provided by community volunteers regarding regular course work	____	____	____
c. Competency test remediation with community and student tutors	____	____	____
d. Computer assisted career exploration	____	____	____
e. Computer assisted college exploration	____	____	____
f. Extension courses through local colleges	____	____	____
g. Honors Program	____	____	____
h. Advanced Placement	____	____	____
i. International/Foreign Language Clubs	____	____	____
j. Amity Aides	____	____	____
k. Fine Arts through the West Virginia Arts and Humanities Council	____	____	____
l. Academic labs	____	____	____
m. Teacher availability for independent help	____	____	____
n. Ability grouping in all major subject areas	____	____	____

Strategy/Method or Special Program	Students' Achievement Level		
	Low	Middle	High
o. Community School courses	____	____	____
Others, Please specify.			
____________________	____	____	____
____________________	____	____	____
____________________	____	____	____

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.

KEY FOR ITEM 2 (TYPES OF EVIDENCE).

A. Professional Judgment
B. Student Support
C. Test Score Gains
D. Measured Gains Other Than Test Scores
E. Formal Study
F. Other
G. No Support
H. Don't Know

2. Which type of evidence best supports the effectiveness of:

____ a. Tutorial assistance provided by GW students regarding regular course work?

____ b. Tutorial assistance provided by community volunteers?

____ c. Competency test remediation with community and student tutors?

____ d. Computer assisted career exploration?

____ e. Computer assisted college exploration?

____ f. Extension courses through local colleges?

____ g. Honors Program?

____ h. Advanced Placement?

____ i. International/Foreign Language Clubs?

____ j. Amity Aides?

____ k. Fine Arts through the West Virginia Arts and Humanities Council?

____ l. Academic labs?

____ m. Teacher availability for independent help?

____ n. Ability grouping in all major subject areas?

____ o. Community school courses?

* * * * *

3. Please suggest one procedure/method/strategy that you think could be utilized by the feeder school administrators and/or their staff to improve student achievement at George Washington. Do not list a procedure that is currently being employed.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

4. Briefly list at least one and no more than three recent (1978-79 to present) examples of outstanding student achievement at George Washington.

PLACE EXAMPLES IN THE SPACES PROVIDED BELOW.

a. ____

____

b. ____

____

c. ____

____

* * * * *

5. Is there a need for more courses at George Washington?

___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

* * * * *

Questions 6 through 8 deal with aspects of the use of unstructured time which require judgements of frequency. The numbers and their interpretations are listed below. CIRCLE THE NUMBER OF YOUR RESPONSE.

KEY FOR ITEMS 6 to 8.

1 = 0 - 19%
2 = 20 - 39%
3 = 40 - 59%
4 = 60 - 79%
5 = 80 - 100%

6. What percentage of all students at George Washington High School regularly (i.e., at least one module per day, five days per week) use unstructured time for each of the following:

a.	Reading and/or studying in the library?	1	2	3	4	5
b.	Wasting time (e.g., sleeping or being disruptive) in the library?	1	2	3	4	5
c.	Individual learning with a teacher in a lab?	1	2	3	4	5
d.	Individual learning without the assistance of a teacher in a lab?	1	2	3	4	5
e.	Small group learning with a teacher in a lab?	1	2	3	4	5
f.	Small group learning without the assistance of a teacher in a lab?	1	2	3	4	5
g.	Wasting time in a lab?	1	2	3	4	5
h.	Wasting time - other than in a lab?	1	2	3	4	5
i.	Participating in extracurricular activities?	1	2	3	4	5
j.	Individual learning with a teacher in the teacher's office or classroom?	1	2	3	4	5
k.	Working together in vacant classrooms?	1	2	3	4	5
l.	Working independently in vacant classroom?	1	2	3	4	5
m.	Participating in tutoring sessions?	1	2	3	4	5
n.	Making/meeting appointments with counselors, teachers or tutors?	1	2	3	4	5
o.	Using the music practice rooms?	1	2	3	4	5

p. Using equipment (e.g., typewriters, calculators) in classrooms? 1 2 3 4 5

q. Taking private/professional lessons? 1 2 3 4 5

r. Providing services to school (e.g., scheduling team, tutoring, red cross)? 1 2 3 4 5

s. Exploring college and/or job possibilities in the Counselor Resource Area? 1 2 3 4 5

t. Participating in work experience programs? 1 2 3 4 5

7. What percentage of all students use unstructured time rather than class time to visit a guidance counselor? 1 2 3 4 5

8. What percentage of all students usually (at least 75% of the time) use their unstructured time for educationally positive activities? 1 2 3 4 5

* * * * *

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 9 to 12.

If you agree with the statement, circle "A" [✓ A] PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A [✓ PA] PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA [✓ PD] D

If you disagree with the statement, circle "D" A PA PD [✓ D]

9. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations A PA PD D

b. Decreases individual student-teacher contact time A PA PD D

c. Improves overall student achievement A PA PD D

d. Is supported by the community A PA PD D

e. Increases discipline problems A PA PD D

f. Reduces student interest in learning A PA PD D

g. Improves student morale A PA PD D

h. Facilitate remediation in basic skills A PA PD D

i. Develops students' decision-making skills A PA PD D

j. Provides for greater flexibility in course offering A PA PD D

k. Decreases one-to-one teacher-student contact time A PA PD D

10. Modular scheduling is:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

11. Educational opportunities in Kanawha County are:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

12. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

a. More discipline problems A PA PD D

b. Improved teacher-student relations A PA PD D

c. Less variety in course offerings A PA PD D

d. Improved teacher morale A PA PD D

e. More instructional (in-class) time for students A PA PD D

f. Less individual teacher-student contact time A PA PD D

g. Better preparation of students for college A PA PD D

h.	Less development of student decision-making skills	A	PA	PD	D
i.	Fewer special programs	A	PA	PD	D

* * * * *

13. Which of the following do you think are the best or most ideal ways for students to use their unstructured time?

CHECK THREE

___ a. Reading and/or studying in the library

___ b. Individual learning with a teacher in a lab

___ c. Individual learning without the assistance of a teacher in a lab

___ d. Small group learning with a teacher in a lab

___ e. Small group learning without the assistance of a teacher in a lab

___ f. Participating in extracurricular activities

___ g. Individual learning with a teacher in the teacher's office or classroom

___ h. Working together in vacant classrooms

___ i. Participating in tutoring sessions

___ j. Making/meeting appointments with counselors, teachers or tutors

___ k. Using the music practice rooms

___ l. Using equipment (e.g., typewriters, calculators) in classrooms

___ m. Providing services to school (e.g., scheduling team, tutoring, red cross)

___ n. Exploring college and/or job possibilities in the Counselor's Resource Area

___ o. Participating in work experience programs

Others, Please specify.

____

____

____

14. If there is a method that you would suggest to help students use their unstructured time "wisely," PLEASE WRITE YOUR SUGGESTION IN THE SPACE BELOW. IF NOT, GO TO ITEM 15.

____

____

____

* * * * *

15. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____

k. Band performances at junior high ____ ____

l. Service Clubs provide tutorial assistance to feeder elementary schools ____ ____

Others, Please specify.

____ ____ ____

____ ____ ____

____ ____ ____

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.
KEY FOR ITEMS 16 and 17.

A. Very Knowledgeable
B. Knowledgeable
C. Not Very Knowledgeable
D. Not Knowledgeable At All
E. No course is Prerequisite to course(s) that I teach

16. How knowledgeable are you concerning the content of course(s) that are prerequisite to the course(s) that you teach and are offered at:

___ Washington Junior High?
___ John Adams Junior High?
___ Spring Hill Junior High?
___ George Washington High School?

17. How knowledgeable are you concerning the instructional methods used in course(s) that are prerequisite to the course(s) that you teach and are offered at:

___ Washington Junior High?
___ John Adams Junior High?
___ Spring Hill Junior High?
___ George Washington High School?

* * * * *

18. How frequently have you attended formal meetings concerning curriculum which include members of the staff of at least one feeder school?

CHECK ONE

___ Very Frequently (4 or more times per year)
___ Frequently (2 or 3 times per year)
___ Not Very Frequently (once per year)
___ Not Frequently At All (zero times per year)

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200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
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KANAWHA COUNTY SCHOOLS
STUDENT SURVEY 1980

Dear Student:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. Thank you in advance for your cooperation.

PLEASE CHECK EACH THAT APPLIES:

SEX:

_____ Male

_____ Female

GRADE:

_____ 7th

_____ 8th

_____ 9th

_____ 10th

_____ 11th

_____ 12th

SCHOOL:

_____ George Washington Senior High

_____ Washington Junior High

_____ Spring Hill Junior High

_____ John Adams Junior High

PLEASE RETURN THE COMPLETED SURVEY TO YOUR HOMEROOM TEACHER.

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM D: GEORGE WASHINGTON STUDENTS

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 1 to 5.

If you agree with the statement, circle "A"	[✓ A]	PA	PD	D
If you are somewhat uncertain, but probably agree with the statement, circle "PA"	A	[✓ PA]	PD	D
If you are somewhat uncertain, but probably disagree with the statement, circle "PD"	A	PA	[✓ PD]	D
If you disagree with the statement, circle "D"	A	PA	PD	[✓ D]

1. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations	A	PA	PD	D
b. Decreases individual student-teacher contact time	A	PA	PD	D
c. Improves overall student achievement	A	PA	PD	D
d. Is supported by the community	A	PA	PD	D
e. Increases discipline problems	A	PA	PD	D
f. Reduces student interest in learning	A	PA	PD	D
g. Improves student morale	A	PA	PD	D
h. Facilitate remediation in basic skills	A	PA	PD	D
i. Develops students' decision-making skills	A	PA	PD	D
j. Provides for greater flexibility in course offering	A	PA	PD	D
k. Decreases one-to-one teacher-student contact time	A	PA	PD	D

2. Modular scheduling is:

a. Beneficial for students with below average academic ability	A	PA	PD	D
b. Beneficial for students with average academic ability	A	PA	PD	D
c. Beneficial for students with above average academic ability	A	PA	PD	D

3. Educational opportunities in Kanawha County are:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

The Departments of English, Mathematics, Science and Social Studies use a combination prior grades, test scores and teacher judgment for placing students into courses.

CIRCLE ONE

4. Overall, the course placement procedures are:

a. Beneficial for students with below average academic ability A PA PD D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

5. Overall, the course placement procedures are quite adequate A PA PD D

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.

KEY FOR ITEM 6.

A. Very Clear
B. Clear
C. Not Very Clear
D. Not Clear At All
E. Don't Know (not taking a course in that department)

6. How clear are goals for the course(s) that you are taking in the following departments:

___ Business?
___ English?
___ Fine Arts?
___ Foreign Language?
___ Mathematics?
___ Practical Arts?
___ Science?
___ Social Studies?
___ Vocational/Technical Programs?

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.

KEY FOR ITEM 7.

A. Very Fair
B. Fair
C. Not Very Fair
D. Not Fair At All
E. Don't Know (not taking a course in that department)

7. How fair are the grading procedures for the course(s) that you are taking in the following departments:

Current School Year with New Grading Policy	Juniors & Seniors Only 1978-79 School Year: Prior to the New Grading Policy
___ Business?	___ Business?
___ English?	___ English?
___ Fine Arts?	___ Fine Arts?
___ Foreign Language?	___ Foreign Language?
___ Mathematics?	___ Mathematics?
___ Practical Arts?	___ Practical Arts?
___ Science?	___ Science?
___ Social Studies?	___ Social Studies?
___ Vocational/Technical Programs?	___ Vocational/Technical Programs?

* * * * *

PLACE THE LETTER OF YOUR RESPONSE IN EACH BLANK.

KEY FOR ITEM 8.

A. Very Relevant
B. Relevant
C. Not Very Relevant
D. Not Relevant At All
E. Don't Know (not taking a course in that department)

8. How relevant (in meeting your needs) is the content of course(s) that you are taking in the following departments:

___ Business?
___ English?
___ Fine Arts?
___ Foreign Language?
___ Mathematics?
___ Practical Arts?
___ Science?
___ Social Studies?
___ Vocational/Technical Programs?

* * * * *

9. Overall, how relevant is school in meeting your needs?

CHECK ONE

___ A. Very Relevant
___ B. Relevant
___ C. Not Very Relevant
___ D. Not Relevant at All

* * * * *

10. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1	Key #2
A. Very Effective	A. Strongly Recommend
B. Effective	B. Recommend
C. Not Very Effective	C. Do Not Recommend
D. Ineffective	D. Don't Know
E. Don't Know	

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____

1. Service Clubs provide tutorial assistance to feeder elementary schools	____	____

Others, Please specify.

____________________	____	____
____________________	____	____
____________________	____	____

* * * * *

11. Please suggest one procedure/method/strategy that you think could have been used by your junior high principal and/or teachers to improve your achievement at George Washington.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

12. Is there a need for more courses at George Washington?

___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

* * * * *

Questions 13 through 16 deal with aspects of the use of unstructured time which require judgements of frequency. The numbers and their interpretations are listed below. CIRCLE THE NUMBER OF YOUR RESPONSE.

KEY FOR ITEMS 13 to 16.

1 = 0 - 19%
2 = 20 - 39%
3 = 40 - 59%
4 = 60 - 79%
5 = 80 - 100%

13. What percentage of your unstructured time do you regularly (i.e., at least one module per day, five days per week) use for each of the following:

a.	Reading and/or studying in the library?	1	2	3	4	5
b.	Wasting time (e.g., sleeping or being disruptive) in the library?	1	2	3	4	5
c.	Individual learning with a teacher in a lab?	1	2	3	4	5
d.	Individual learning without the assistance of a teacher in a lab?	1	2	3	4	5
e.	Small group learning with a teacher in a lab?	1	2	3	4	5
f.	Small group learning without the assistance of a teacher in a lab?	1	2	3	4	5
g.	Wasting time in a lab?	1	2	3	4	5
h.	Wasting time - other than in a lab?	1	2	3	4	5
i.	Participating in extracurricular activities?	1	2	3	4	5
j.	Individual learning with a teacher in the teacher's office or classrooms?	1	2	3	4	5
k.	Working together in vacant classrooms?	1	2	3	4	5
l.	Working independently in vacant classrooms?	1	2	3	4	5
m.	Participating in tutoring sessions?	1	2	3	4	5
n.	Making/meeting appointments with counselors, teachers or tutors?	1	2	3	4	5
o.	Using the music practice rooms?	1	2	3	4	5
p.	Using equipment (e.g., typewriters, calculators) in classrooms?	1	2	3	4	5
q.	Taking private/professional lessons?	1	2	3	4	5
r.	Providing services to school (e.g., scheduling team, tutoring, red cross)?	1	2	3	4	5
s.	Exploring college and/or job possibilities in the Counselor Resource Area?	1	2	3	4	5
t.	Participating in work experience programs?	1	2	3	4	5

14. What percentage of your 1979-80 visits to the guidance counselor has been during your unstructured time? 1 2 3 4 5

15. What percentage of all students usually (at least 75% of the time) use their unstructured time for educationally positive activities? 1 2 3 4 5

16. What percentage of your unstructured time do you usually use for educationally positive activities? 1 2 3 4 5

* * * * *

17. Which of the following do you think are the best or most ideal ways for students to use their unstructured time?

CHECK THREE

___ a. Reading and/or studying in the library

___ b. Individual learning with a teacher in a lab

___ c. Individual learning without the assistance of a teacher in a lab

___ d. Small group learning with a teacher in a lab

___ e. Small group learning without the assistance of a teacher in a lab

___ f. Participating in extracurricular activities

___ g. Individual learning with a teacher in the teacher's office or classroom

___ h. Working together in vacant classrooms

___ i. Participating in tutoring sessions

___ j. Making/meeting appointments with counselors, teachers or tutors

___ k. Using the music practice rooms

___ l. Using equipment (e.g., typewriters, calculators) in classrooms

___ m. Providing services to school (e.g., scheduling team, tutoring, red cross)

___ n. Exploring college and/or job possibilities in the Counselor's Resource Area

___ o. Participating in work experience programs

Others, Please specify.

____

____

____

* * * * *

18. If there is a method that you would suggest to help students use their unstructured time "wisely", PLEASE WRITE YOUR SUGGESTION IN THE SPACE BELOW.

____

____

____

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200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
TELEPHONE 304/348-7770

KANAWHA COUNTY SCHOOLS
PARENT SURVEY 1980

Dear Parent:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. The data collected via survey represent an important part of this 15 month study. In order for this effort to be meaningful, an excellent survey return rate is needed. Place the completed survey in the enclosed self-addressed envelop and mail by May 30, 1980.

Thank you in advance for your cooperation. If you have any questions, please call Dr. David J. Harmon at 348-6115.

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM E: PARENTS OF GEORGE WASHINGTON STUDENTS

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 1 to 4.

If you agree with the statement, circle "A"	[✓ A]	PA	PD	D
If you are somewhat uncertain, but probably agree with the statement, circle "PA"	A	[✓ PA]	PD	D
If you are somewhat uncertain, but probably disagree with the statement, circle "PD"	A	PA	[✓ PD]	D
If you disagree with the statement, circle "D"	A	PA	PD	[✓ D]

1. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations	A	PA	PD	D
b. Decreases individual student-teacher contact time	A	PA	PD	D
c. Improves overall student achievement	A	PA	PD	D
d. Is supported by the community	A	PA	PD	D
e. Increases discipline problems	A	PA	PD	D
f. Reduces student interest in learning	A	PA	PD	D
g. Improves student morale	A	PA	PD	D
h. Facilitate remediation in basic skills	A	PA	PD	D
i. Develops students' decision-making skills	A	PA	PD	D
j. Provides for greater flexibility in course offering	A	PA	PD	D
k. Decreases one-to-one teacher-student contact time	A	PA	PD	D

2. Modular scheduling is:

a. Beneficial for students with below average academic ability	A	PA	PD	D
b. Beneficial for students with average academic ability	A	PA	PD	D
c. Beneficial for students with above average academic ability	A	PA	PD	D

3. Educational opportunities in Kanawha County are:

a.	Beneficial for students with below average academic ability	A	PA	PD	D
b.	Beneficial for students with average academic ability	A	PA	PD	D
c.	Beneficial for students with above average academic ability	A	PA	PD	D

4. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

a.	More discipline problems	A	PA	PD	D
b.	Improved teacher-student relations	A	PA	PD	D
c.	Less variety in course offerings	A	PA	PD	D
d.	Improved teacher morale	A	PA	PD	D
e.	More instructional (in-class) time for students	A	PA	PD	D
f.	Less individual teacher-student contact time	A	PA	PD	D
g.	Better preparation of students for college	A	PA	PD	D
h.	Less development of student decision-making skills	A	PA	PD	D
i.	Fewer special programs	A	PA	PD	D

* * * * *

5. Is there a need for more courses at George Washington?

___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

____

6. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____
Others, Please specify.		
________________________	____	____
________________________	____	____
________________________	____	____

7. Which of the following do you think are the best or most ideal ways for students to use their unstructured time?

CHECK THREE

___ a. Reading and/or studying in the library

___ b. Individual learning with a teacher in a lab

___ c. Individual learning without the assistance of a teacher in a lab

___ d. Small group learning with a teacher in a lab

___ e. Small group learning without the assistance of a teacher in a lab

___ f. Participating in extracurricular activities

___ g. Individual learning with a teacher in the teacher's office or classroom

___ h. Working together in vacant classrooms

___ i. Participating in tutoring sessions

___ j. Making/meeting appointments with counselors, teachers or tutors

___ k. Using the music practice rooms

___ l. Using equipment (e.g., typewriters, calculators) in classrooms

___ m. Providing services to school (e.g., scheduling team, tutoring, red cross)

___ n. Exploring college and/or job possibilities in the Counselor's Resource Area

___ o. Participating in work experience programs

Others, please specify.

____

____

____

* * * * *

8. If there is a method that you would suggest to help students use their unstructured time "wisely," PLEASE WRITE YOUR SUGGESTION IN THE SPACE BELOW.

BOARD OF EDUCATION
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KANAWHA COUNTY SCHOOLS
EDUCATORS' SURVEY 1980

Dear Fellow Educator:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. Thank you in advance for your cooperation.

PLEASE CHECK EACH THAT APPLIES:

POSITION:	SCHOOL:
_____ Teacher	_____ George Washington Senior High
_____ Guidance Counselor	_____ Washington Junior High
_____ Administrator	_____ Spring Hill Junior High
_____ Other (Specify)	_____ John Adams Junior High
____________________	

DEPARTMENT (TEACHERS ONLY)

_____ Business
_____ English
_____ Fine Arts
_____ Foreign Language
_____ Mathematics
_____ Practical Arts
_____ Science
_____ Social Studies
_____ Vocational/Technical

PLEASE RETURN TO YOUR PRINCIPAL

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM F: ADMINISTRATOR GEORGE WASHINGTON FEEDER SCHOOLS

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 1 to 4.

If you agree with the statement, circle "A" [✓ A] PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A [✓ PA] PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA [✓ PD] D

If you disagree with the statement, circle "D" A PA PD [✓ D]

1. The use of modular scheduling at George Washington High School:

   a. Improves student-teacher relations A PA PD D

   b. Decreases individual student-teacher contact time A PA PD D

   c. Improves overall student achievement A PA PD D

   d. Is supported by the community A PA PD D

   e. Increases discipline problems A PA PD D

   f. Reduces student interest in learning A PA PD D

   g. Improves student morale A PA PD D

   h. Facilitate remediation in basic skills A PA PD D

   i. Develops students' decision-making skills A PA PD D

   j. Provides for greater flexibility in course offering A PA PD D

   k. Decreases one-to-one teacher-student contact time A PA PD D

2. Modular scheduling is:

   a. Beneficial for students with below average academic ability A PA PD D

   b. Beneficial for students with average academic ability A PA PD D

   c. Beneficial for students with above average academic ability A PA PD D

3. Educational opportunities in Kanawha County are:

    a. Beneficial for students with below average academic ability A PA PD D

    b. Beneficial for students with average academic ability A PA PD D

    c. Beneficial for students with above average academic ability A PA PD D

4. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

    a. More discipline problems A PA PD D

    b. Improved teacher-student relations A PA PD D

    c. Less variety in course offerings A PA PD D

    d. Improved teacher morale A PA PD D

    e. More instructional (in-class) time for students A PA PD D

    f. Less individual teacher-student contact time A PA PD D

    g. Better preparation of students for college A PA PD D

    h. Less development of student decision-making skills A PA PD D

    i. Fewer special programs A PA PD D

* * * * *

5. How frequently are formal meetings concerning curriculum held which include members of your staff and members of the George Washington High School staff?

CHECK ONE

___ Very Frequently (4 or more times per year)
___ Frequently (2 or 3 times per year)
___ Not Very Frequently (once a year)
___ Not Frequently At All (zero times per year)

6. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____
Others, Please specify.		
______________________________	____	____
______________________________	____	____
______________________________	____	____

7. Please suggest one procedure/method/strategy that could be used at your school to improve achievement at George Washington High School.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

BOARD OF EDUCATION
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Robert E. Kittle

Kanawha County Schools
200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
TELEPHONE 304/348-7770

KANAWHA COUNTY SCHOOLS
EDUCATORS' SURVEY 1980

Dear Fellow Educator:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. Thank you in advance for your cooperation.

PLEASE CHECK EACH THAT APPLIES:

POSITION:

_____ Teacher
_____ Guidance Counselor
_____ Administrator
_____ Other (Specify)

____

SCHOOL:

_____ George Washington Senior High
_____ Washington Junior High
_____ Spring Hill Junior High
_____ John Adams Junior High

DEPARTMENT (TEACHERS ONLY)

_____ Business
_____ English
_____ Fine Arts
_____ Foreign Language
_____ Mathematics

_____ Practical Arts
_____ Science
_____ Social Studies
_____ Vocational/Technical

PLEASE RETURN TO YOUR PRINCIPAL

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM G: TEACHERS GEORGE WASHINGTON FEEDER SCHOOLS

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 1 to 4.

If you agree with the statement, circle "A" [✓ A] PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A [✓ PA] PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA [✓ PD] D

If you disagree with the statement, circle "D" A PA PD [✓ D]

1. The use of modular scheduling at George Washington High School:

   a. Improves student-teacher relations A PA PD D

   b. Decreases individual student-teacher contact time A PA PD D

   c. Improves overall student achievement A PA PD D

   d. Is supported by the community A PA PD D

   e. Increases discipline problems A PA PD D

   f. Reduces student interest in learning A PA PD D

   g. Improves student morale A PA PD D

   h. Facilitate remediation in basic skills A PA PD D

   i. Develops students' decision-making skills A PA PD D

   j. Provides for greater flexibility in course offering A PA PD D

   k. Decreases one-to-one teacher-student contact time A PA PD D

2. Modular scheduling is:

   a. Beneficial for students with below average academic ability A PA PD D

   b. Beneficial for students with average academic ability A PA PD D

   c. Beneficial for students with above average academic ability A PA PD D

3. Educational opportunities in Kanawha County are:

a. Beneficial for students with below average academic ability	A	PA	PD	D
b. Beneficial for students with average academic ability	A	PA	PD	D
c. Beneficial for students with above average academic ability	A	PA	PD	D

4. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

a. More discipline problems	A	PA	PD	D
b. Improved teacher-student relations	A	PA	PD	D
c. Less variety in course offerings	A	PA	PD	D
d. Improved teacher morale	A	PA	PD	D
e. More instructional (in-class) time for students	A	PA	PD	D
f. Less individual teacher-student contact time	A	PA	PD	D
g. Better preparation of students for college	A	PA	PD	D
h. Less development of student decision-making skills	A	PA	PD	D
i. Fewer special programs	A	PA	PD	D

* * * * *

5. How frequently have you attended formal meetings concerning curriculum which include members of the George Washington High School staff?

CHECK ONE

___ Very Frequently (4 or more times per year)
___ Frequently (2 or 3 times per year)
___ Not Very Frequently (once per year)
___ Not Frequently At All (zero times per year)

* * * * *

6. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____

Others, Please specify.

______________________________	____	____
______________________________	____	____
______________________________	____	____

7. Please suggest one procedure/method/strategy that could be used at your school to improve achievement at George Washington High School.

PLACE SUGGESTION IN THE SPACES PROVIDED BELOW.

____

____

____

* * * * *

8. How knowledgeable are you concerning the content of course(s) in your discipline that are offered at George Washington High School?

CHECK ONE

___ A. Very Knowledgeable
___ B. Knowledgable
___ C. Not Very Knowledgeable
___ D. Not Knowledgeable At all
___ E. No Course in My Discipline is Offered at George Washington

9. How knowledgeable are you concerning the instructional methods used in course(s) in your discipline that are offered at George Washington?

CHECK ONE

___ A. Very Knowledgeable
___ B. Knowledgeable
___ C. Not Very Knowledgeable
___ D. Not Knowledgeable At All
___ E. No Course in My Discipline is Offered at George Washington

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Robert E. Kittle

Kanawha County Schools
200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
TELEPHONE 304/348-7770

KANAWHA COUNTY SCHOOLS
STUDENT SURVEY 1980

Dear Student:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. Thank you in advance for your cooperation.

PLEASE CHECK EACH THAT APPLIES:

SEX:	GRADE:	SCHOOL:
_____ Male	_____ 7th	_____ George Washington Senior High
_____ Female	_____ 8th	_____ Washington Junior High
	_____ 9th	_____ Spring Hill Junior High
	_____ 10th	_____ John Adams Junior High
	_____ 11th	
	_____ 12th	

PLEASE RETURN THE COMPLETED SURVEY TO YOUR HOMEROOM TEACHER.

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM H: JUNIOR HIGH STUDENTS

1. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1	Key #2
A. Very Effective	A. Strongly Recommend
B. Effective	B. Recommend
C. Not Very Effective	C. Do Not Recommend
D. Ineffective	D. Don't Know
E. Don't Know	

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirements)	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____

Others, Please specify.

________________________________	____	____
________________________________	____	____
________________________________	____	____

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 2 to 4.

If you agree with the statement, circle "A"	[✓ A] PA PD D
If you are somewhat uncertain, but probably agree with the statement, circle "PA"	A [✓ PA] PD D
If you are somewhat uncertain, but probably disagree with the statement, circle "PD"	A PA [✓ PD] D
If you disagree with the statement, circle "D"	A PA PD [✓ D]

2. The use of modular scheduling at George Washington High School:

a.	Improves student-teacher relations	A	PA	PD	D
b.	Decreases individual student-teacher contact time	A	PA	PD	D
c.	Improves overall student achievement	A	PA	PD	D
d.	Is supported by the community	A	PA	PD	D
e.	Increases discipline problems	A	PA	PD	D
f.	Reduces student interest in learning	A	PA	PD	D
g.	Improves student morale	A	PA	PD	D
h.	Facilitate remediation in basic skills	A	PA	PD	D
i.	Develops students' decision-making skills	A	PA	PD	D
j.	Provides for greater flexibility in course offering	A	PA	PD	D
k.	Decreases one-to-one teacher-student contact time	A	PA	PD	D

3. Modular scheduling is:

a.	Beneficial for students with below average academic ability	A	PA	PD	D
b.	Beneficial for students with average academic ability	A	PA	PD	D
c.	Beneficial for students with above average academic ability	A	PA	PD	D

4. Educational opportunities in Kanawha County are:

a.	Beneficial for students with below average academic ability	A	PA	PD	D

b. Beneficial for students with average academic ability A PA PD D

c. Beneficial for students with above average academic ability A PA PD D

BOARD OF EDUCATION
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SUPERINTENDENT
Robert E. Kittle

Kanawha County Schools

200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
TELEPHONE 304/348-7770

KANAWHA COUNTY SCHOOLS
PARENT SURVEY 1980

Dear Parent:

The responses to these questions are important for educational planning and decision-making at George Washington High School. Since you have a very valuable perspective, your input is requested. Please respond to each question thoughtfully and honestly. You do not have to sign your name on this survey. The data collected via survey represent an important part of this 15 month study. In order for this effort to be meaningful, an excellent survey return rate is needed. Place the completed survey in the enclosed self-addressed envelop and mail by May 30, 1980.

Thank you in advance for your cooperation. If you have any questions, please call Dr. David J. Harmon at 348-6115.

X X X X X

NOTE THAT QUESTIONS ARE WRITTEN ON THE FRONT AND BACK OF EACH PAGE.

FORM I: PARENTS OF FEEDER SCHOOL STUDENTS

READ EACH STATEMENT CAREFULLY. THEN INDICATE WHETHER YOU AGREE, PROBABLY AGREE, PROBABLY DISAGREE OR DISAGREE WITH EACH STATEMENT. MARK YOUR ANSWERS IN THE FOLLOWING MANNER FOR ITEMS 1 to 4.

If you agree with the statement, circle "A"	[✓ A]	PA	PD	D
If you are somewhat uncertain, but probably agree with the statement, circle "PA"	A	[✓ PA]	PD	D
If you are somewhat uncertain, but probably disagree with the statement, circle "PD"	A	PA	[✓ PD]	D
If you disagree with the statement, circle "D"	A	PA	PD	[✓ D]

1. The use of modular scheduling at George Washington High School:

a. Improves student-teacher relations	A	PA	PD	D
b. Decreases individual student-teacher contact time	A	PA	PD	D
c. Improves overall student achievement	A	PA	PD	D
d. Is supported by the community	A	PA	PD	D
e. Increases discipline problems	A	PA	PD	D
f. Reduces student interest in learning	A	PA	PD	D
g. Improves student morale	A	PA	PD	D
h. Facilitate remediation in basic skills	A	PA	PD	D
i. Develops students' decision-making skills	A	PA	PD	D
j. Provides for greater flexibility in course offering	A	PA	PD	D
k. Decreases one-to-one teacher-student contact time	A	PA	PD	D

2. Modular scheduling is:

a. Beneficial for students with below average academic ability	A	PA	PD	D
b. Beneficial for students with average academic ability	A	PA	PD	D
c. Beneficial for students with above average academic ability	A	PA	PD	D

3. Educational opportunities in Kanawha County are:

   a. Beneficial for students with below average academic ability A PA PD D

   b. Beneficial for students with average academic ability A PA PD D

   c. Beneficial for students with above average academic ability A PA PD D

4. The original philosophy of George Washington High School allowed for about 40% student unstructured time. Currently, students have an average of 15-20% unstructured time. This trend of reducing the amount of students' unstructured time has resulted in:

   a. More discipline problems A PA PD D

   b. Improved teacher-student relations A PA PD D

   c. Less variety in course offerings A PA PD D

   d. Improved teacher morale A PA PD D

   e. More instructional (in-class) time for students A PA PD D

   f. Less individual teacher-student contact time A PA PD D

   g. Better preparation of students for college A PA PD D

   h. Less development of student decision-making skills A PA PD D

   i. Fewer special programs A PA PD D

* * * * *

5. Is there a need for more courses at George Washington?

   ___ Yes ___ No ___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

6. The following is a list of methods or activities designed to facilitate (make easier) the transition from the traditionally scheduled junior high schools to George Washington High School. PLACE THE LETTER (KEY #1) IN COLUMN A THAT BEST DESCRIBES EACH METHOD'S LEVEL OF EFFECTIVENESS IN MAKING THE TRANSITION EASIER. PLACE THE LETTER (KEY #2) IN COLUMN B THAT BEST DESCRIBES THE DEGREE TO WHICH YOU RECOMMEND CONTINUING THE METHOD/ACTIVITY.

Key #1

A. Very Effective
B. Effective
C. Not Very Effective
D. Ineffective
E. Don't Know

Key #2

A. Strongly Recommend
B. Recommend
C. Do Not Recommend
D. Don't Know

Methods or Activities	Use Key #1 Column A	Use Key #2 Column B
a. Course of Study Bulletin	____	____
b. All Day Orientation for 9th graders	____	____
c. Special Counselor handouts (explaining program graduation requirement	____	____
d. Teacher visits to junior high to explain courses and course offering	____	____
e. Principal visits to junior high	____	____
f. Preschool Parent Orientation (August)	____	____
g. Preschool Student Orientation (August)	____	____
h. Meeting for parents concerning testing	____	____
i. Newsletters	____	____
j. Encourage feeder school student participation in enrichment programs provided by the GW Dramatics Company	____	____
k. Band performances at junior high	____	____
l. Service Clubs provide tutorial assistance to feeder elementary schools	____	____
Others, Please specify.		
________________________________	____	____
________________________________	____	____
________________________________	____	____

BOARD OF EDUCATION
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atthew M. Kinsolving Dr. Paul A. Leary
F. Douglas Stump Harry A. Wallace III

SUPERINTENDENT
Robert E. Kittle

Kanawha County Schools
200 ELIZABETH STREET · CHARLESTON, WEST VIRGINIA 25311
TELEPHONE 304/348-7770

May 8, 1980

Dear George Washington High Graduate:

The Department of Research and Evaluation, in conjunction with the principal of George Washington High School, is conducting a study. The purpose of the study is to provide the George Washington staff and administration with information that will be helpful in decision-making and planning. Your responses are a vital part of this process.

Please contribute to this study by: (1) answering the questions on the attached page (front and back); and (2) returning the completed survey using the enclosed self-addressed stamped envelope by June 6, 1980. Your individual response will be shared with NO ONE. Only group data will be reported. Please remember that a good return rate is needed for this effort to be meaningful.

Thank you in advance for your cooperation. If you have any questions, please call Dr. David J. Harmon at 348-6115.

Sincerely,

David J. Harmon

David J. Harmon, Ph.D
Department of Research
and Evaluation

DJH/dh

FORM J: RECENT GEORGE WASHINGTON GRADUATES

IF YOU ARE CURRENTLY A PART-TIME OR A FULL-TIME STUDENT IN ANY TYPE OF EDUCATIONAL PROGRAM (e.g., VOCATIONAL, COLLEGE/UNIVERSITY), THEN BEGIN BY ANSWERING ITEMS 1-3. IF NOT, GO TO ITEM 4.

1. Within which type of educational program are you currently enrolled? CHECK ONE TYPE OF PROGRAM. IN ADDITION CHECK WHETHER YOU ARE A FULL-TIME OR PART-TIME STUDENT.

Type of Program	Part-time	Full-time
___ Two-year training program	___	___
___ Junior or Community College	___	___
___ Four-year college	___	___
___ Four-year university	___	___
___ Other, Please specify		
___________________________		
___________________________	___	___

2. Place a check in the blank beside of the best estimate of your most recent cumulative grade point average (based on a 4-point scale). CHECK ONE.

___ Below or equal to 1.0
___ 1.1 - 1.5
___ 2.1 - 2.5
___ 2.6 - 3.0
___ 3.1 - 3.5
___ 3.6 - 4.0

3. What is your major field of study?

____

* * * * *

4. Which of the following best describes your current employment status? CHECK ALL THAT APPLY.

___ Armed Services
___ Part-time employment
___ Full-time employment
___ Housewife
___ Unemployed
___ Other, Please specify.

____

____

5. What is your current job title?

____

* * * * *

6. How successful do you consider yourself in your present educational program and/or job? CHECK ONE.

___ Very Successful
___ Successful
___ Not Very Successful
___ Not Successful At All

7. Experiences at George Washington High School greatly contributed to the level of success checked for Item 6. CHECK ONE.

___ Strongly Agree
___ Agree
___ Disagree
___ Strongly Disagree

* * * * *

8. Which type of instructional setting was most beneficial to you? CHECK ONE.

___ Quest
___ Seminar
___ Large Group

9. Within which area do you feel that you had the best preparation? CHECK ONE.

___ Mathematics
___ Science
___ Language Arts
___ Social Studies
___ Business
___ Fine Arts
___ Practical Arts

10. Is there a need for more courses at George Washington? CHECK ONE.

___ Yes
___ No
___ Don't Know

IF YES, PLEASE RECOMMEND ADDITIONS.

____

____

____

APPENDIX C

DOCUMENTATION OF USES OF UNSTRUCTURED TIME

1. Directions for Collecting Information Using the Facility Form
2. Facility Form
3. Educators' Form

Directions for Collecting Information
Using the Facility FORM

1. Post a copy of this form in all rooms (e.g., Counselor's Resource Area, IMC, gym, labs, practice rooms) that students may use during their unstructured time.

2. Students on unstructured time should be asked to sign in and sign out each time they enter a designated area.

3. Students will be notified of this request by: (a) morning announcements; (b) homeroom teachers; and (c) teachers located in the areas.

4. Data will be collected for one six-day cycle.

5. Forms should be replaced when filled. Additional forms are available in the principal's office.

6. When this aspect of the study is completed, return all forms to the principal.

FACILITY FORM: DOCUMENTATION OF USES OF UNSTRUCTURED TIME

CHECK THE TYPE OF LOCATION:

___ Library
___ Lab
___ Resource Room

___ Music Practice Room
___ Gym
___ Other, Please Specify
____

Student's Name	Description of Activity	Time		Total	Day Number
		Entering	Leaving		

EDUCATORS' FORM: DOCUMENTATION OF USES OF UNSTRUCTURED TIME

For each contact with a student on unstructured time of greater than three minutes, please list the following in the spaces provided. Please continue completing this form for one six-day cycle.

Student's Name	Description of Contact	Number of Minutes	Location	Day Number
EXAMPLE	Homework	5	Hall	3